DOCUMENT RESUME

ED 188 469 FL 011 469

TITLE Modern Standard Arabic: Aural Comprehension Course. Volume II: Lessons 9-16.
INSTITUTION Defense Language Inst., Monterey, Calif.
PUB DATE 75
NOTE 207p.: For related documents, see FL 011 467-487.
AVAILABLE FROM Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940 ($3.30; cassettes $12.80)
LANGUAGE Arabic

EDRS PRICE MF01/PC09 Plus Postage.
DESCRIPTORS Adjectives: Adult Education: *Arabic: *Audiolingual Methods: Case (Grammar): Dialogs (Language): Grammar: *Intensive Language Courses: Listening Comprehension: Nouns: Pattern Drills (Language): Plurals: Postsecondary Education: *Second Language Instruction: Speech Instruction: Uncommonly Taught Languages: Vocabulary Skills

ABSTRACT

The second of 20 volumes of lessons designed for use in a full-time, intensive training program in Arabic is presented. In each lesson grammatical patterns and vocabulary are taught through explanations, vocabulary lists, dialogues, audiolingual drills, question-answer and free oral expression exercises. A review lesson is included after every four lessons. This volume deals with plurals, the accusative case, some prepositions, the numerals 1-10 and the elative form of adjectives. (AMH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED188469

اللُّغَة العَرَبِيَّة المُعَاصِرَة

ARABIC

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
DLI
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U S DEPARTMENT OF HEALTH EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

AURAL COMPREHENSION COURSE

VOLUME II
LESSONS 9-16

THIS PUBLICATION IS TO BE USED PRIMARILY IN SUPPORT OF TRAINING MILITARY PERSONNEL AS PART OF THE DEFENSE LANGUAGE PROGRAM (RESIDENT AND NON-RESIDENT). INQUIRIES CONCERNING THE USE OF THESE MATERIALS, INCLUDING REQUESTS FOR COPIES, SHOULD BE ADDRESSED TO:

DEFENSE LANGUAGE INSTITUTE, FLC
NON-RESIDENT OPERATIONS DIVISION
PRESIDIO OF MONTEREY, CA. 93940

TOPICS IN THE AREAS OF POLITICS, INTERNATIONAL RELATIONS, MORES, ETC., WHICH MAY BE CONSIDERED AS CONTROVERSIAL FROM SOME POINTS OF VIEW ARE SOMETIMES INCLUDED IN LANGUAGE TRAINING FOR DLIFLC STUDENTS, SINCE MILITARY PERSONNEL MAY FIND THEMSELVES IN POSITIONS WHERE CLEAR UNDERSTANDING OF CONVERSATIONS OR WRITTEN MATERIALS OF THIS NATURE WILL BE ESSENTIAL TO THEIR MISSION. THE PRESENCE OF CONTROVERSIAL STATEMENTS-WHETHER REAL OR APPARENT-IN DLIFLC MATERIALS IS NOT TO BE CONSTRUED AS REPRESENTING THE OPINIONS OF THE WRITERS, OF THE DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER, OR OF THE DEPARTMENT OF DEFENSE.

MODERN STANDARD ARABIC

AURAL COMPREHENSION COURSE

Volume II

Lessons 9-16

June 1975
(Reprinted February 1978)

DEFENSE LANGUAGE INSTITUTE

PRINTED JULY 1975
REPRINTED MARCH 1978

PREFACE

The Modern Standard Arabic Basic Course consists of eighteen volumes of 143 lessons, a volume on the sound system of Modern Standard Arabic, a volume on the Arabic writing system, an Instructor's Manual, a comprehension drills volume, a grammar notes volume, and an Arabic-English glossary. It was developed and produced by the Defense Language Institute Foreign Language Center (DLIFLC).

The course is designed for use in a full-time resident training program consisting of six hours of instruction each day, five days a week. For maximum effectiveness the course should be taught by qualified instructors who are educated native speakers of Modern Standard Arabic.

Field tests of this course were conducted at DLI East Coast Branch and DLI West Coast Branch. A limited field test was also authorized at the University of Utah under the direction of Dr. Zaki N. Abdel-Malek. Finally, the Canadian Forces Foreign Language School was given permission to use the course experimentally. Based on the findings of the above field, limited revisions were made to the course.

In order that the course may continue to be compatible with the objectives of the Defense Language Program, constructive suggestions for the improvement of both form and substance of the course are solicited from students, instructors, and user agencies.

CONTENTS

	PAGE
Lesson 9	1
The plural pronouns hum, hunna, antum, antunna, and naHnu Plurals of nouns and adjectives	
Lesson 10	25
The plural suffiexes -hum, -hunna, -kum, -kunna, and -naa	
Lesson 11	49
The accusative case Prepositional adverbs The use of the preposition 9ind to express possession The use of the preposition ma9a to express possession The question word kam The plural demonstratives haa'ulaa'i and uulaa'ika The Arabic equivalent of the cardinal numeral one Adjectives derived from nouns	
Lesson 12	75
Diptotes The position of the subject in a nominal sentence	
Review, Lessons 9 - 12	97
Lesson 13	101
The masculine plural suffix Noun with the masculine plural suffix as the first member of a construct The feminine plural suffix	
Lesson 14	121
Non-human plural nouns The cardinal forms of the numerals 3 - 10	
Lesson 15	145
Predictability of some broken plural forms Diptotes (cont.) The noun /sm/	

PAGE

Lesson 16 167

The elative form of adjectives

Review, Lessons 13 - 16 193

Lesson 9

New Features in the Presentation Drills

1. (a) The vocabulary item نحن .

   (b) The vocabulary item أنتم .

   (c) The vocabulary item هم .

   (d) Drill on new pronouns.

2. (a) The vocabulary item أنتن .

   (b) The vocabulary item هن .

   (c) Contrast of masculine and feminine plural pronouns.

   (d) Contrast between singular and plural of all pronouns.

3. (a) The vocabulary items طالب and طالبة ، ضابط .

   (b) The vocabulary items طاولة ، خريطة ، طائرة ، ممرضة .

4. (a) The vocabulary item قائد ; the plural forms قواد ، طلاب ، and ضباط ; nominative ending -u contrasted with genitive ending -i with masculine broken plurals.

   (b) The endings -un, -u, and -i with feminine singular and plural nouns.

Lesson 9

Presentation Drills

الشرح :

1. a. anaa wa baŝiirun wa najiibun mina l'urduni. = naHnu mina l'urduni.
anaa wa Jim wa Nancy min 'amriikaa. = naHnu min 'amriikaa.

anaa ustaadun. anaa wa Nancy wa Judy min North Carolina. = naHnu min North Carolina.
anaa 'ustaadatun. anaa wa Nancy wa Judy min New York. = naHnu min New York.
hal naHnu mina l'urduni? ayna naHnu l'aana?

b. anta wa baŝiirun wa fariidun hunaa. = antum hunaa.
anta wa qaahirun wa Nancy min hunaaka. = antum min hunaaka.
anta wa Nancy wa Judy fi lmaktabati. = antum fi lmaktabati.

min 'ayna 'antum? hal 'antum fi lmadrasati l'aana?

c. huwa wa qaahirun wa najiibun fi lmu9askari. = hum fi lmu9askari.
huwa wa saliimun wa Judy fi lmaktabi. = hum fi lmaktabi.
huwa wa Nancy wa Judy fii bayti l'ustaadi. = hum fii bayti l'ustaadi.

d.

huwa fi ssayyaarati.	hum fi ssayyaarati.
anta fi lmaktabi.	antum fi lmaktabi.
anaa min libyaa.	naHnu min libyaa.

hal baŝiirun ṣadiiquka? wa fariidun? wa saliimun? min 'ayna hum? ayna humu l'aana?
hal najiibun tilmiidun? wa Nancy? wa baŝiirun? hal hum huna lyawma?
hal 'anta wa Howard wa Nancy min turkiyaa? min 'ayna 'antum?
hal naHnu fi lbayti 'am fi lmadrasati l'aana? hal naHnu fii maktabi l'ustaadi?

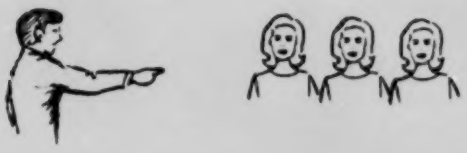
2. a. anti wa Nancy wa Judy hunaa. = antunna hunaa.
anti wa Caroline wa Jennifer fi lbayti = antunna fi lbayti.
anti wa Linda wa Suzan min Virginia = antunna min Virginia.

antum min 'amriikaa.

antum min 'amriikaa.

antum min 'amriikaa.

antunna min 'amriikaa.



b. hiya wa Nancy wa Judy min California. = hunna min California.
hiya wa Mary wa Elaine hunaaka. = hunna hunaaka.

hum hunaaka.

hum hunaaka.

hum hunaaka.

hunna hunaaka.

c. hum ma9a ṛṛa'iisi. — hunna ma9a ṛṛa'iisi.
antum ma9a ṛṛa'iisi. — antunna ma9a ṛṛa'iisi.

d. anaa fi lmadrasati. — naHnu fi lmadrasati.
anta mina l9iraaqi. — antum mina l9iraaqi.
anti min suuriyaa. — antunna min suuriyaa.
huwa ma9a lmulaazimi. — hum ma9a lmulaazimi.
hiya hunaa. — hunna hunaa.

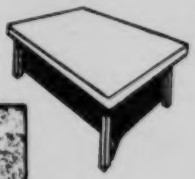
3. a. anta tilmiidun. = anta ṭaalibun.
hiya tilmiidatun. = hiya ṭaalibatun.

hal 'anaa ṭaalibun 'am 'ustaadun? wa 'anta? wa ṣadiiqatuka?

almulaazimu ḍaabiṭun fi jjaysi.
wa lmuqaddamu ḍaabiṭun 'ayḍan.
almuśiiru ḍaabiṭun kabiirun.

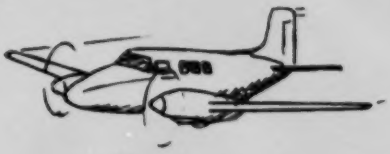
hali l9aqiidu ḍaabiṭun? — na9am.
wa hali l9ariifu ḍaabiṭun? — laa.

b. haadihi ṭaawilatun. ⟶



haadihi xariiṭatun. ⟶

haadihi ṭaa'iratun. ⟶



hal haadihi ṭṭaawilatu kabiiratun?
ayna ṭṭaawilatu? hal hiya qariibatun mina lxariiṭati?
hal haadihi xariiṭatu 'amriikaa?
man ma9a ṛṛa'iisi fi ṭṭaa'irati? hal hiya ṭaa'iratun 'amriikiyyatun?

haadihi mumarriḍatun. ⟶

hal 'anti ṭaalibatun 'am mumarriḍatun? man mumarriḍatu lmu9askari?
hal hiya 'amriikiyyatun?

4. a. huwa qaa'idun. — hum quwwaadun.
anta ḍaabiṭun. — antum ḍubbaaṭun.
anaa ṭaalibun. — naHnu ṭullaabun.

qaa'idu_ jjayšii hunaa. — quwwaadu_ jjayšii hunaa.
aḍḍaabiṭu_ fi lmu9askari. — aḍḍubbaaṭu_ fi lmu9askari.
aṭṭaalibu_ ma9a lmu9allimati. — aṭṭullaabu_ ma9a lmu9allimati.

almuraasilu ma9a lqaa'idi_. — almuraasilu ma9a lquwwaadi_.
al9ariifu ma9a ḍḍaabiṭi_. — al9ariifu ma9a ḍḍubbaaṭi_.
al'ustaadu ma9a ṭṭaalibi_. — al'ustaadu ma9a ṭṭullaabi_.

b. anti mumarriḍatun. — antunna mumarriḍaatun.
hiya mu9allimatun. — hunna mu9allimaatun.
anti ṭaalibatun. — antunna ṭaalibaatun.

ayna lmumarriḍatu_? — ayna lmumarriḍaatu_?
ayna lmu9allimatu_? — ayna lmu9allimaatu_?
ayna ṭṭaalibatu_? — ayna ṭṭaalibaatu_?

almulaazimu ma9a lmumarriḍati_. — almulaazimu ma9a lmumarriḍaati_.
ṣadiiqii ma9a lmu9allimati_. — ṣadiiqii ma9a lmu9allimaati_.
sayyaaṛatii ma9a ṭṭaalibati_. — sayyaaṛatii ma9a ṭṭaalibaati_.

*5. Teacher: anaa ṭaalibun.
Student: naHnu tullaabun.

anti mumarriḍatun.
anaa mu9allimatun.
hiya ṭaalibatun.
anaa ḍaabiṭun.
anta ṭaalibun.
huwa qaa'idun.
hiya mumarriḍatun.
anaa mu9allimatun.
anti ṭaalibatun.
hiya mu9allimatun.
anta ḍaabiṭun.

*6. For each blank in the sentences below, select the most appropriate word from the following list, and adjust the form of the word to fit the context (e.g., use the plural form when necessary):

ṭaalib, ḍaabit, mumarriḍa(t), xariiṭa(t), ṭaa'ira(t), ṭaawila(t)

antum _____ fii haadihi lmadrasati, wa hunna _____ fii tilka lmadrasati.

haada _____ mulaazimun fii jayši 'amriikaa.

_____ suuriyaa qariibatun mina lbaabi.

_____ jjayši hunaa, wa hum ma9a ṛṛa'iisi l'aana.

*7. Use each of the following words in a complete sentence:

mu9allimaat, hum, hunna, antunna, naHnu, antum, quwwaad

Dialogue 1

المحادثـــة الأولي

A. man 'anta?

ا ـ مَنْ أَنْتَ ؟

B. anaa ṭaalibun.

ب ـ أَنَا طَالِبٌ.

A. wa man 'antum?

ا ـ وَمَنْ أَنْتُمْ ؟

B. naHnu 'ayḍan ṭullaabun.

ب ـ نَحْنُ أَيْضًا طُلَّابٌ

A. hal haadaa 'ayḍan ṭaalibun?

ا ـ هَلْ هَذَا أَيْضًا طَالِبٌ ؟

B. laa. huwa ḍaabiṭun min mu9askari Ord.

ب ـ لَا . هُوَ ضَابِطٌ مِنْ مُعَسْكَرِ أورد .

A. hal ḍubbaaṭu lmu9askari hunaa?

ا ـ هَلْ ضُبَّاطُ المُعَسْكَرِ هُنَا ؟

B. laa. hum fi lmu9askari.

ب ـ لَا . هُمْ فِي المُعَسْكَرِ.

Dialogue 2

المحادثـــة الثانية :

A. man 'anti?

ا ـ مَنْ أَنْتِ ؟

B. anaa ṭaalibatun.

ب ـ أَنَا طَالِبَةٌ .

A. wa man 'antunna?

ا ـ وَمَنْ أَنْتُنَّ ؟

B. naHnu 'ayḍan ṭaalibaatun.

ب ـ نَحْنُ أَيْضًا طَالِبَاتٌ .

A. hal haadihi 'ayḍan ṭaalibatun?

ا ـ هَلْ هٰذِهِ أَيْضًا طَالِبَةٌ ؟

B. laa. hiya mumarriḍatun min mu9askari Ord.

ب ـ لَا . هِيَ مُمَرِّضَةٌ مِنْ مُعَسْكَرِ أورد .

A. hal mumarriḍaatu lmu9askari hunaa?

ا ـ هَلْ مُمَرِّضَاتُ المُعَسْكَرِ هُنَا ؟

B. laa. hunna fi lmu9askari.

ب ـ لَا . هُنَّ فِي المُعَسْكَرِ.

Questions on the Dialogue

أسئلة على المحادثـــــة :

1. hal 'anta ṭaalibun?
2. min 'ayna ḍḍaabiṭu? wa min 'ayna lmumarriḍaatu?
3. ayna ṭullaabu lmadrasati wa ṭaalibaatuhaa?
4. ayna ḍubbaaṭu mu9askari Ord? wa 'ayna mumarriḍaatu lmu9askari?

L-9

Vocabulary List

		المفردات:
antum	أَنْتُمْ	you (M.Pl.)*
antunna	أَنْتُنَّ	you (F.Pl.)
ḍaabiṭ (plural:ḍubbaaṭ)	ضَابِط (الجمع:ضُبَّاط)	commissioned officer
hum	هُمْ	they (M.Pl.)
hunna	هُنَّ	they (F. Pl.)
mumarriḍa(t) (plural: mumarriḍaat)	مُمَرِّضَة (الجمع: مُمَرِّضَات)	a nurse (F)
mu9allimaat (singular: mu9allima(t))	مُعَلِّمَات(المفرد :مُعَلِّمَة)	teachers (F), not professors
naHnu	نَحْنُ	we
quwwaad (singular: qaa'id)	قُوَّاد (المفرد : قَائِد)	leaders, commanders
ṭaalib (plural: ṭullaab)	طَالِب (الجمع: طُلَّاب)	student(M)
ṭaaliba(t) (plural: ṭaalibaat)	طَالِبَة (الجمع: طَالِبَات)	student(F)
ṭaawila(t)	طَاوِلَة	a table
ṭaa'ira(t)	طَائِرَة	airplane
xariiṭa(t)	خَرِيطَة	a map

* Pl. = plural

Grammatical Notes

القواعـــد :

A. The plural pronouns hum, hunna, antum, antunna, and naHnu

In English, nouns and pronouns are said to be "plural" if they refer to more than one of whatever they designate. In Arabic, nouns and pronouns are said to be "dual" if they designate two, and "plural" if they designate more than two.

The pronoun hum 'they(M)' refers to three or more persons including at least one male; in contrast, the pronoun hunna 'they(F) refers to three or more female persons:

fariidun wa saliimun wa baSiirun hunaa. hum ma9a lmuraasili.	'Farid, Salim, and Bashir are here. They are with the correspondent.'
fariidun wa Nelly wa Phyllis hunaa. hum ma9a lmuraasili.	'Farid, Nelly, and Phyllis are here. They are with the correspondent.'
Suzan wa Nelly wa Phyllis hunaa. hunna ma9a lmuraasili.	'Suzan, Nelly, and Phyllis are here. They are with the correspondent.'

The pronoun antum 'you (M.Pl.)' is used to address three or more persons including at least one male; in contrast, the pronoun antunna is used to address three or more female persons:

hal 'antum mina lyamani?	'Are you from Yemen? (addressing three or more persons including at least one male)'
hal 'antunna mina l'urduni?	'Are you from Jordan? (addressing three or more female persons)'

The pronouns hunna and antunna end in the suffix -na which means 'feminine'. Thus hunna consists of hum + -na (notice that the final /m/ of hum is assimilated into the following /n/), and antunna consists of antum + -na (again, notice the assimilation).

The pronoun naHnu 'we' is used by either a male or a female in referring to at least two persons including the speaker.

naHnu ṭullaabun.	'We are students (M).'
naHnu ṭaalibaatun.	"We are students (F).'

B. Plurals of nouns and adjectives

There are several ways of making Arabic nouns and adjectives plural. Since its form cannot be consistently predicted from the form of the singular, the plural must be learned individually for each noun or adjective.

One way of making nouns and adjectives plural is by introducing internal change, much as we do in English when we change man to men and woman to women. Since plural adjectives have not been introduced yet, only nouns are used in the examples below:

ṭaalib	'student'	ṭullaab	'students'
ḍaabiṭ	'officer'	ḍubbaaṭ	'officers'
qaa'id	'commander'	quwwaad	'commanders'

When they are used with this type of plural form, the case endings are the same as for the singular forms:

ayna ḍḍaabiṭu?	'Where is the officer?'
ayna ḍḍubbaaṭu?	'Where are the officers?'
hiya ma9a ḍḍaabiṭi.	'She is with the officer.'
hiya ma9a ḍḍubbaaṭi.	'She is with the officers.'

Some feminine singular nouns have -at before the case marker; the plural of many (but not all) such nouns is formed by replacing the -at with -aat:

ṭaalibatun	'a co-ed'
ṭaalibaatun	'co-eds'
mu9allimátun	'a teacher (F)'
mu9allimaatun	'teachers (F)'

Nominative and genitive case endings are the same for plural forms ending in -aat as they are for singular forms:

almumarriḍatu hunaa.	'The nurse is here.'
almumarriḍaatu hunaa.	'The nurses are here.'
hiya ma9a lmumarriḍati.	'She is with the nurse.'
hiya ma9a lmumarriḍaati.	'She is with the nurses.'

Pattern Drills

تمارين محددة الاجابة:

1. miΘaal

man 'anta? ṭaalib — anaa ṭaalibun.

man 'anta? ḍaabiṭ — man anta? 9aṛabiyyun mina l'urduni.
man huwa? muraasil — man huwa? amriikiyyun min Texas.
man 'anaa? jundiyy
man 'anta? najiib
man huwa? muśiir
man 'anta? ṛa'iisu lmadrasati
man 'anaa? baśiir

2. miΘaal

anti ṭaalibatun jadiidatun. — anti ṭṭaalibatu jjaḍiidatu.

anti mu9allimatun qadiiratun.
tilka xariiṭatun ṣaḡiiratun.
haaḍihi ṭaawilatun kabiiratun.
hiya muraasilatun jamiilatun.
hiya 'ustaaḍatun maśhuuṛatun.
anti mumarriḍatun ma9ṛuufatun.
tilka tilmiiḍatun jadiidatun.
haaḍihi mu9allimatun 9aṛabiyyatun.

3. miΘaal

naHnu ṭullaabun. madrasatun — naHnu ṭullaabu lmadrasati.

hum ḍubbaaṭun. qaa9idatun
hunna mumarriḍaatun. mu9askar
antunna mu9allimaatun. madrasatun
hum ḍubbaaṭun. jayś
naHnu ṭullaabun. madrasatun
antum quwwaadun. jayś
ḍaalika musaa9idun. muqaddam
haaḍaa muraasilun. jariidatun
haaḍihi ṛa'iisatun. maktabatun

4. miΘaal

antum ṭullaabun. al'urdun — antum ṭullaabun mina l'urduni.

hum ḍubbaaṭun. libyaa
antunna mumarriḍaatun. mu9askaru Ord
antum quwwaadun. ajjayš
antunna mu9allimaatun. hunaa
antunna ṭaalibaatun. Washington
hum ṭullaabun. haaḍa lmu9askar
naHnu ṭaalibaatun. madrasatun xaaṣṣatun
hunna mumarriḍaatun. qaa9idatun
naHnu quwwaadun. al'urdun
hum ṭullaabun. suuriyaa

5. miΘaal

hal hiya mumarriḍatun? Texas — na9am. hiya mumarriḍatun min Texas.

hal 'antunna ṭaalibaatun? al'urdun
hal hum ṭullaabun? turkiyaa
hal 'antum ḍubbaaṭun? 'amriikaa
hal naHnu quwwaadun? libyaa
hal hunna mu9allimaatun? al9iraaq
hal 'antunna mumarriḍaatun? alyaman
hal 'antum ṭullaabun? madrasatun xaaṣṣatun
hal naHnu ṭaalibaatun? hunaa
hal hiya ṭaalibatun? al'urdun
hal haaḍihi ṭaawilatun? maktabu l'ustaaḍi
hal tilka xariiṭatun? almaktabatu
hal haaḍihi ṭaa'iratun? amriikaa

6. miΘaal

ṭaawilatun, mu9allim, kabiiratun — hal ṭaawilatu lmu9allimi kabiiratun?

ṭa'iis, jayš, ma9ṛuuf
musaa9id, ḍaabiṭ, jadiid
xariiṭatun, amriikaa, kabiiratun
mumarriḍatun, mu9askaru Ord, jamiilatun
ṭaa'iratun, rajul, ṣaġiiṛatun
kitaab, ṭaalibatun, jadiid
muraasil, jariidatun, maŝhuuṛun
ṭaawilatun, mu9allim, kabiir

7. mi0aal

haadaa tilmiidun kabiirun. Texas — haada ttilmiidu lkabiiru min Texas.

haadaa ḍaabiṭun jadiidun. al'urdun
ḍaaka ṭaalibun xaaṣṣun. alyaman
haadihi ṭaalibatun jamiilatun. al9iraaq
tilka xariiṭatun kabiiratun. almaktabatu
haadihi ṭaa'iratun xaaṣṣatun. alqaa9idatu
tilka mumarriḍatun qadiiratun. almu9askar
haadihi ṭaawilatun ṣaġiiratun. almadrasatu
haadaa ḍaabiṭun kabiirun. al9iraaq
haadihi ṭaa'iratun ṣaġiiratun. al'urdun

8. mi0aal

haada ttilmiidu jadiidun. — haadaa tilmiidun jadiidun.

haadihi lmumarriḍatu jamiilatun.
tilka ṭṭaalibatu ṭawiilatun.
haadihi ṭṭaawilatu kabiiratun.
tilka lxariiṭatu ṣaġiiratun.
haadihi ṭṭaa'iratu xaaṣṣatun.
haada ḍḍaabiṭu jadiidun.
haada ṭṭaalibu 'amriikiyyun.
tilka lmu9allimatu 9arabiyyatun.
haadihi lmumarriḍatu 'ingiliiziyyatun.
daalika ḍḍaabiṭu 9arabiyyun.

9. miΘaal

huwa tilmiiḏun.
jadiid
min Texas

huwa tilmiiḏun.
huwa tilmiiḏun jadiidun.
huwa tilmiiḏun jadiidun min Texas.

hunna mumarriḍaatun.
min New York
fii 'amriikaa

hum ṭullaabun.
min madrasatin xaaṣṣatin
qariibatin mina lmu9askari

antum quwwaadun.
min qaa9idatin ṣaġiiratin
fii North Carolina

antunna mu9allimaatun.
fii madrasati jjayši
fii qaa9idati Ord

naHnu ḍubbaaṭun.
min mu9askarin kabiirin
fi 19iraaqi

haaḏihi ṭaa'iratun.
jəḏiidatun
min 'amriikaa

Free Selection Drills

تمارين متعددة الاجابـــة -

1. ṣabaaHa lxayr.
   kayfa Haaluki?
   hal anti ṭaalibatun jadiidatun hunaa?
   man tilka ṭṭaalibatu? hal hiya min libyaa?
   man hum, ṭullaabu lmadrasati 'am quwwaadu jjayši?
   wa man hunna, mumarriḍaatun 'am mu9allimaatun?
   hal 'antum ḍubbaaṭun? hal 'antunna ṭaalibaatun?
   šukṛan.

2. masaa'a lxayr.
   kayfa Haaluka?
   hali lmulaazimu fii maktabati lmu9askari?
   hali l9ariifu ma9a ḍḍaabiṭi fi l'urduni?
   hal qaa'idu jjayši ma9a musaa9idihi fi lqaa9idati?
   hal 'antum ṭullaabun mina lmadrasati lba9iidati?
   hal mumarriḍatu lmu9askari qadiiratun?
   sabbuuṛatu man tilka, almu9allimi 'ami ṛṛajuli?
   ṭaa'iratu man tilka ṭṭaa'iratu ṣṣaġiiratu?
   hal haadihi ṭṭaawilatu lkabiiratu ṭaawilatu lmušiiri?

3. assalaamu 9alaykum.
   kayfa Haaluka?
   man haadihi lmumarriḍatu jjamiilatu? min 'ayna hiya?
   hal najiibun ḍaabiṭun mina l'urduni?
   hal bašiirun muraasilu jariidati l-Washington Post?
   maa tilka, jariidatu l'ahṛaami 'ami lHayaati?
   hal baytu lmu9allimati l'amriikiyyati qariibun 'am ba9iidun mina lmadrasati?
   hal tilka xariiṭatu lmu9askāri 'am xariiṭatu lqaa9idati?

4. masaa'a lxayr.
   ayna naHnu l'aana?
   hal naHnu ṭullaabun 'am ḍubbaaṭun?
   man ṛa'iisu haadihi lmadrasati? hal huwa ḍaabiṭun?
   man musaa9idu ṛṛa'iisi? hal huwa rajulun qadiirun?

5. assalaamu 9alaykum.
   man 'antunna, almu9allimaatu 'ami lmumarriḍaatu?
   wa man hunna? min 'ayna hunna?
   šukṛan.

6. hal haadihi lxariiṭatu kabiiratun? hal hiya qariibatun mina ṭṭaawilati?
ayna xariiṭatu 'amriikaa? wa 'ayna xariiṭatu l9iraaqi?

7. ṣabaaHa lxayr.
hal ṭaa'iratu qaa'idi jjayši xaaṣṣatun? ayna hiya l'aana? hal hiya ṭaa'iratun kabiiratun? hal qaa'idu jjayši ḍaabiṭun kabiirun?* man huwa? hal huwa ṛajulun ma9ruufun?
šukṛan.

8. hal haadihi ssabbuuṛatu jadiidatun?
hali ssabbuuṛatu qariibatun mina lxariiṭati? hal ssabbuuṛatu kabiiratun 'am ṣaġiiratun?

9. man haadihi lmumarriḍatu? hal hiya ṣadiiqatu lmuraasilati? man mu9allimatu haadihi lmadrasati? hali lmuraasilatu wa lmu9allimatu wa lmumarriḍatu min 'amriikaa? ayna hunna l'aana?

---

* high ranking

10. Paraphrase the following sequences (i.e., change some or all of the words and constructions, but not the meaning). Whenever possible, paraphrase each sequence in more than one way.

anaa wa baŝiirun wa fariidun ḍubbaaṭun.
almulaazimu wa l9ariifu wa jjundiyyu fi lmu9askari.
anaa wa fariidun wa Nancy ma9a ṛa'iisi lmadrasati.
almu9allimatu jamiilatun. almu9allimatu mina l'urduni.
anaa wa Nancy wa Judy ma9a lmuŝiiri.
almumarriḍatu qadiiratun. almumarriḍatu fii mu9askari Ord.
anta wa fariidun wa najiibun wa baŝiirun hunaa.
antunna ṭaalibaatun. antunna min turkiyaa.
anta wa baŝiirun wa Nancy ma9a ṛṛajuli.
hum quwwaadun. alquwwaadu min jayŝi 'amriikaa.
anta wa Judy wa Nancy ma9a muraasili jariidati l'ahṛaami.
antum ḍubbaaṭun mina lqaa9idati. alqaa9idatu kabiiratun.
anti wa Nancy wa Judy mu9allimaatun fii Texas.
baytu ṭṭaalibati jjamiilati baʾiidun min Texas. albaytu qariibun min Monterey.
huwa wa baŝiirun wa najiibun ḍubbaaṭun mina lyamani.
naHnu mumarriḍaatun. naHnu min suuriyaa.
huwa wa fariidun wa Nancy hunaaka.
tilka ṭaa'iratun. aṛṛajulu lhaammu fi ṭṭaa'irati.
huwa wa Judy wa Nancy ṭullaabun fi lmadrasati lqariibati min hunaa.
haadihi ṭaawilatu lmuŝiiri. tilka ṭaa'iratu lmuŝiiri.
hiya wa Judy wa Nancy ṭaalibaatun min suuriyaa.
tilka hiya lxariiṭatu lkabiiratu. alxariiṭatu fi lmaktabati.
haadaa huwa ṛṛa'iisu lqadiiru. aṛṛa'iisu ma9a musaa9idihi.
ḍaaka huwa ṭṭaalibu jjadiidu. aṭṭaalibu ma9a lmumarriḍati jjamiilati.
Nancy mu9allimatun wa Judy mu9allimatun wa Betty mu9allimatun.

11. To each of the following words add all the members of its family which you have learned, then use each member in a sentence:

mu9allimaat	xariiṭatun	quwwaad
ṭullaab	ṭaa'iratun	
naHnu	mu9allim	

Free Oral Expression

حديث حـــــــر:

1. A asks questions using the cues on the left. B answers using the cues on the right. The subject is: fii madrasati lmumarriḍaati.

A	B
ṣabaaHa lxayr.	
kayfa Haaluki?	
ṣadiiqatu Mary, ayna	maktaba(t), al'aana
ṭaalibatun, ma9a, madrasa(t)	jadiida(t), hunaa
maa, madrasa(t)	madrasatu lmumarriḍaat
kabiira(t)	ma9ṛuufa(t)
ṭaalibaat, al'urdun, hunaa	laa, ṭaaliba(t), al9iraaq
hunna, ayna, al'aana	maktaba(t), ma9a
múmarriḍa(t), mu9allimâtu Mary	na9am, ma9ṛuuf, qadiir

2. A asks questions using words or combination of words selected at random from the following list. B answers. The subject is: mu9allimaatu madrasatii.

ustaaḍa(t)	amriikaa	amriikiyy	naHnu	fii
mu9allima(t)	al'urdun	9aṛabiyy	hum	ma9a
ṭaaliba(t)	al9iraaq	turkiyy	hunna	min
ṭaawila(t)	libyaa	ingiliiziyy	antum	man
xariiṭa(t)		qadiir	antunna	ayna
sabbuuṛa(t)		maśhuur		min 'ayna
kursiyy		jamiil		aydan
kitaab		qaṣiir		al'aana
		ṭawiil		alyawma
		kabiir		
		ṣaġiir		
		ba9iid		
		qariib		
		ġaa'ib		

Questions on the Comprehension Drills

أسئلة على نصي الاستماع

(1) ayna madrasatu lmumarriḍaati?

(2) hal Betty ṭaalibatun 'amriikiyyatun?

(3) min 'ayna ṛa'iisatu lmadrasati? hal hiya ingiliiziyyatun?

(4) hal fi lmadrasati ṭaalibatun min 'amriikaa?

(5) min 'ayna lmu9allimaatu? wa min 'ayna ṭṭaalibaatu?

(1) hal madrasatu jjayṡi qadiimatun?

(2) man 'ustaadu lluġati l9arabiyyati fi lmadrasati?

(3) hal ṭullaabu lmadrasati mina jjayṡi l'urduniyyi?

(4) hal fi lmadrasati mumarriḍaatun? min 'ayna hunna?

Reading and Writing

القراءة والكتابـــة

As assigned in the schedule.

Lesson 10

New Features in the Presentation Drills

1. Greetings and their responses.

2. (a) Correspondence of vowels in /anta/, /anti/, /antum/, and /antunna/ to those in /-ka/, /-ki/, /-kum/, and /-kunna/.

Introduction of the plural suffixes /-kum/ and /-kunna/.

(b) Introduction of plural suffixes /-hum/ and /-hunna/. Their correspondence to the pronouns /hum/ and /hunna/.

(c) The suffix /-naa/ and its correspondence to /naHnu/.

(d) Drill.

(d) Change of /-hum/ and /-hunna/ to /-him/ and /-hinna/ after the vowel /i/.

3. Contrast between feminine singular suffix /-at/ and its plural /-aat/.

4. Drill.

5. (a) The vocabulary item السودان .

(b) The preposition على .

(c) The vocabulary item ساعة .

(d) The vocabulary items مملكة ، جمهورية ، جمهوري ، ديموقراطي .

(e) The vocabulary item مدني .

6. Drill on changing singular to plural.

7. Drill on changing singular possessive suffixes to plural suffixes.

8. Drill

9. Drill

Lesson 10

Presentation Drills

الشـــرح :

1. ṣabaaHa lxayr. ṣabaaHa nnuur.
masaa'a lxayr. masaa'a nnuur.
assalaamu 9alaykum. wa 9alaykumu ssalaam.
kayfa Haaluka? bixayrin. alHamdu lillaah.
kayfa Haaluki? bixayrin. alHamdu lillaah.

maṛHaban. ahlan wa sahlan.

2. a. ant[a] hunaa wa kitaabu-[ka] hunaaka.
ant[i] hunaa wa kitaabu-[ki] hunaaka.
ant[um] hunaa wa kitaabu-[kum] hunaaka.
ant[unna] hunaa wa kitaabu-[kunna] hunaaka.

baytuka kabiirun. baytukum kabiirun.
baytuki jamiilun. baytukunna jamiilun.

huwa min suuriyaa wa 'ustaadu-hu mina l9iraaqi.
hiya mina l'urduni wa 'ustaadu-haa mina lyamani.
anta min 'amriikaa wa _____ mina l9iraaqi.
anti min North Carolina wa _____ min New York.
antum min turkiyaa wa _____ min libyaa.
antunna mina l9iraaqi wa _____ mina lyamani.

hal 'anti min 'amriikaa? wa ṣadiiqatuki?
min 'ayna anta? man 'ustaaduka? wa man 'ustaadatuki?
hal 'antunna ṭaalibaatun 'am mumarriḍaatun? man ṛa'iisatukunna?
hal ṛa'iisatukunna 'amriikiyyatun?

b. [hum] hunaa wa 'ustaadu-[hum] hunaaka.

[hunna] hunaa wa 'ustaadu-[hunna] hunaaka.

ustaadu-hu fi lmaktabi. ustaadu-hum fi lmaktabi.
ustaadu-haa fi lmaktabati. ustaadu-hunna fi lmaktabati.

huwa fi lmadrasati, wa musaa9idu-hu fi lmadrasati 'ayḍan.
hiya fi lmadrasati, wa musaa9idu-haa fi lmadrasati 'ayḍan.
hum fi lmadrasati, wa _____.
anta fi lmadrasati, wa _____.
anti fi lmadrasati, wa _____.
antum fi lmadrasati, wa _____.
antunna fi lmadrasati, wa _____.
hunna fi lmadrasati, wa _____.

c. naHnu hunaa wa sadiiqu-naa hunaaka.

naHnu fi lmadrasati, wa 'ustaadu-naa fi lmadrasati 'ayḍan.

naHnu min hunaa, wa 'ustaadu-naa min hunaa 'ayḍan.

d. anaa ṭaalibun, wa haadaa 'ustaad-ii.
naHnu ṭullaabun, wa haadaa _____.
anta ṭaalibun, wa haadaa _____.
antum ṭullaabun, wa haadaa _____.
anti ṭaalibatun, wa haadaa _____.
antunna ṭaalibaatun, wa haadaa _____.
huwa ṭaalibun, wa haadaa _____.
hum ṭullaabun, wa haadaa _____.
hiya ṭaalibatun, wa haadaa _____.
hunna ṭaalibaatun, wa haadaa _____.

e. ustaadu-hum hunaa. hum ma9a 'ustaadi-him.
ustaadu-hunna hunaa. hunna ma9a 'ustaadi-hinna.

hali ṭṭulaabu ma9a 'ustaadihim? ayna 'ustaaduhum?
hali ḍḍubbaatu ma9a qaa'idihim? ayna qaa'iduhum?

hali ṭṭaalibaatu ma9a 'ustaadatihinna? ayna 'ustaadatuhunna?
hali lmu9allimaatu ma9a ṣadiiqihinna? ayna ṣadiiquhunna?

3.

almumarriḍatu mina lyamani.	almumarriḍaatu mina lyamani.
aṭṭaalibatu hunaa.	aṭṭaalibaatu hunaa.
almu9allimatu fi lmaktabi.	almu9allimaatu fi lmaktabi.
assabbuuṛatu hunaaka.	assabbuuṛaatu hunaaka.
assayyaaṛatu fi lqaa9idati.	assayyaaṛaatu fi lqaa9idati.
aṭṭaa'iratu fi lmu9askari.	aṭṭaa'iraatu fi lmu9askari.
al'ustaadatu huna lyawma.	al'ustaadaatu huna lyawma.
attilmiidatu min libyaa.	attilmiidaatu min libyaa.
ṣadiiqatii mina l9iraaqi.	ṣadiiqaatii mina l9iraaqi.
aṛṛa'iisatu fi lbayti.	aṛṛa'iisaatu fi lbayti.
almuraasilatu ma9a lmulaazimi.	almuraasilaatu ma9a lmulaazimi.
almaktabatu hunaaka.	almaktabaatu hunaaka.
aṭṭaawilatu fi lmadrasati.	aṭṭaawilaatu fi lmadrasati.

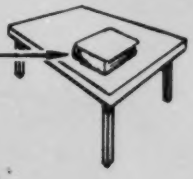
4. Teacher: almumarriḍatu
Student 1: almumarriḍatu fii baytihaa.
Student 2: almumarriḍaatu fii baytihinna.

aṭṭaalibatu
almu9allimatu
etc. (Use all the singular forms in exercise 3)

5. a. anaa mina l9iraaqi.
hiya mina lyamani.
anta mina l'urduni.
huwa mina ssuudaani.

assuudaanu qariibun min libyaa wa ba9iidun mina l9iraaqi.
hali ssuudaanu kabiirun 'am ṣaġiirun? hal huwa ba9iidun min 'amriikaa?

b. alkitaabu 9ala ṭṭaawilati.



alfinjaanu 9ala lkursiyyi.

alqalamu 9ala lkitaabi.
hali lmindiilu 9ala ddaftari?
ayna l9iraaqu 9ala lxariiṭati? hal 'amriikaa 9alaa haadihi lxariiṭati 'aydan?

c. haadihi saa9atun.

hal saa9atuka fii jaybika 'am 9ala ṭṭaawilati?
hal saa9atii jamiilatun? hal hiya jadiidatun?

d. Edward Kennedy diimuqraaṭiyyun, wa Richard Nixon jumhuuriyyun.
hal George McGovern diimuqraaṭiyyun 'am jumhuuriyyun?
amriikaa jumhuuriyyatun, wa l'urdunu mamlakatun.
man ṛa'iisu jjumhuuriyyati l'amriikiyyati?
man maliku l'urduni?
hal libyaa jumhuuriyyatun 'am mamlakatun? man ṛa'iisuhaa?

Richard Nixon ṛa'iisu Hukuumati jjumhuuriyyati l'amriikiyyati.
man ṛa'iisu Hukuumati l9iraaqi? hal tilka lHukuumatu jumhuuriyyatun?

ayna ssudaanu 9ala lxariiṭati? hal Hukuumatuhu jumhuuriyyatun?
man ṛa'iisu tilka lHukuumati? hal Hukuumatu ssuudaani diimuqraaṭiyyatun?

e. ṛa'iisu jumhuuriyyati libyaa ḍaabiṭun; Hukuumatu libyaa 9askariyyatun.
Hukuumatu libyaa 9askariyyatun, wa Hukuumatu 'amriikaa madaniyyatun.

hali lyamanu mamlakatun 'am jumhuuriyyatun? hal Hukuumatuhaa diimuqraaṭiyyatun? man ṛa'iisu tilka lHukuumati? hal hiya madaniyyatun 'am 9askariyyatun? hal hiya 9alaa haadihi lxariitati?

* 6. Teacher: aṭṭaalibu ma9a 'ustaadihi.
Student: aṭṭullaabu ma9a 'ustaadihim.

almuraasilatu ma9a ṛa'iisihaa.
aṛṛa'iisatu ma9a musaa9idihaa.
ṣadiiqatii ma9a mu9allimihaa.
attilmiidatu ma9a 'ustaadihaa.
al'ustaadatu ma9a ṣadiiqihaa.
almu9allimatu ma9a tilmiidihaa.
aṭṭaalibatu ma9a mu9allimatihaa.
almumarriḍatu ma9a ṛa'iisatihaa.

*7. Teacher: sayyaaɣatuka jamiilatun.
Student: sayyaaɣatukum jamiilatun.

kitaabii 9ala ṭṭaawilati.
ṣadiiquka fii maktabi l'ustaadi.
tilmiiduki ma9a lmuraasili.
ɣa'iisuhu fi ssayyaaɣati.
madrasatuhaa ba9iidatun.
madrasatii xaaṣṣatun.

*8. For each blank in the sentences below, select the most appropriate word from the following list, and adjust the form of the word to fit the context:

jumhuuriyya(t), mamlaka(t), madaniyy, ustaada(t) 9askariyy, ṭaa'ira(t), 9alaa

Hukuumatu l'urduni _____ wa diimuqraaṭiyyatun.

waraqatii _____ ṭṭaawilati.

John Doe ɣa'iisu _____ l'amriikiyyati, wa huwa ɣajulun qadiirun.

hal ɣa'iisu jjumhuuriyyati l'amriikiyyati ḍaabiṭun? laa.
Hukuumatu 'amriikaa _____.

al _____ fi lmadrasati l'aana, wa hunna fii maktabi ɣɣa'iisi.

*9. Use each of the following words in a complete sentence:

ṣadiiqaat, Hukuuma(t), ṭaa'ira(t), jumhuuriyy, mamlaka(t) madaniyy

Dialogue

المحادثـــــة

A. marHaban.

ا ـ مَرْحَبـًـا .

B. ahlan wa sahlan.

ب ـ أَهْلًا وَسَهْلًا .

A. kayfa Haalukum?

ا ـ كَيْفَ حَالُكُمْ ؟

B. naHnu bixayrin. alHamdu lillaah.

ب ـ نَحْنُ بِخَيْرٍ . الْحَمْدُ لِلّٰه .

A. hal Hukuumatukum 9askariyyatun?

ا ـ هَلْ حُكُومَتُكُمْ عَسْكَرِيَّةٌ ؟

B. laa. Hukuumatunaa madaniyyatun.

ب ـ لَا . حُكُومَتُنَا مَدَنِيَّةٌ .

A. hal ṭullaabu haadihi lmadrasati min libyaa?

ا ـ هَلْ طُلَّابُ هٰذِهِ الْمَدْرَسَةِ مِنْ لِيبْيَا ؟

B. laa. hum mina l'urduni.

ب ـ لَا . هُمْ مِنَ الأُرْدُنِ .

A. hali l'urdunu mamlakatun 'am jumhuuriyyatun?

ا ـ هَلِ الأُرْدُنُ مَمْلَكَةٌ أَمْ جُمْهُورِيَّةٌ ؟

B. al'urdunu mamlakatun diimuqraaṭiyyatun.

ب ـ الأُرْدُنُ مَمْلَكَةٌ دِيمُقْرَاطِيَّةٌ .

A. wa min 'ayna ṣadiiqaatukum?

ا ـ وَمِنْ أَيْنَ صَدِيقَاتُكُمْ ؟

B. hunna min 'amriikaa.

ب ـ هُنَّ مِنْ أَمْرِيكَا .

A. hal 'amriikaa mamlakatun 'ayḍan?

ا ـ هَلْ أَمْرِيكَا مَمْلَكَةٌ أَيْضًا ؟

B. laa. amriikaa jumhuuriyyatun.

ب ـ لَا . أَمْرِيكَا جُمْهُورِيَّـةٌ .

Questions on the Dialogue

أسئلة على المحادثـــة :

kayfa Haalukum?

hal Hukuumatuhum madaniyyatun 'am 9askariyyatun?

min 'ayna ṭullaabu haadihi lmadrasati?

hal Hukuumatuhum madaniyyatun 'am 9askariyyatun?

hal Hukuumatu l'urduni diimuqraaṭiyyatun?

hal ṣadiiqaatukum min 'amriikaa?

hal 'amriikaa jumhuuriyyatun?

hal libyaa qariibatun mina l'urduni?

hali l'urdunu ba9iidun min 'amriikaa?

L-10

Vocabulary List

		المفردات
assuudaan	السُودَان	Sudan
diimuqraaṭiyy	دِيمُقْرَاطِيّ	democratic
jumhuuriyy	جُمْهُورِيّ	republican
jumhuuriyya(t)	جُمْهُورِيَّة	a republic
madaniyy	مَدَنِيّ	civilian
maktabaat (singular: maktaba(t))	مَكْتَبَات (المفرد: مَكْتَبَة)	libraries
malik	مَلِك	king
mamlaka(t)	مَمْلَكَـــة	kingdom
marḤaban	مَرْحَبًا	Hello
ahlan wa sahlan	أَهْلًا وَسَهْلًا	Hello (reply)
muraasilaat (singular: muraasila(t))	مُرَاسِلَات (المفرد :مُرَاسِلَة)	correspondents (F)
ṛa'iisaat (singular: ṛa'iisa(t))	رَئِيسَات (المفرد :رَئِيسَة)	presidents, chiefs(F)
saa9a(t)	سَاعَة	a watch
sabbuuṛaat (singular: sabbuuṛa(t))	سَبُّورَات (المفرد :سَبُّورَة)	blackboards
sayyaaṛaat (singular: sayyaara(t))	سَيَّارَات (المفرد : سَيَّارَة)	cars, automobiles
ṣadiiqaat (singular: ṣadiiqa(t))	صَدِيقَات (المفرد :صَدِيقَة)	friends (F)
ṭaawilaat (singular: ṭaawila(t))	طَاوِلَات (المفرد :طَاوِلَة)	tables
ṭaa'iraat (singular: ṭaa'ira(t))	طَائِرَات (المفرد :طَائِرَة)	airplanes
tilmiidaat (singular: tilmiida(t))	تِلْمِيذَات(المفرد :تِلْمِيذَة)	co-eds, students (F)
ustaadaat (singular: ustaada(t))	أُسْتَاذَات (المفرد :أُسْتَاذَة)	professors, teachers

Hukuuma(t)	حُكُومَـــة	government, regime, system of government
Hukuumatunaa	حُكُومَتُنَا	our government
Hukuumatukum	حُكُومَتُكُم	your (M.Pl.) government
Hukuumatukunna	حُكُومَتُكُنَّ	your (F.Pl.) government
Hukuumatuhum	حُكُومَتُهُمْ	their(M.Pl) government
Hukuumatuhunna	حُكُومَتُهُنَّ	their(F.Pl.) government
9alaa	عَلَى	on (preposition)
9askariyy	عَسْكَرِيّ	military (adjective)

Grammatical Notes القـــواعـــد :

The plural suffixes -hum, -hunna, -kum, -kunna, and -naa

The pronominal suffix -hum 'they, them' refers to three or more persons, including at least one male. In contrast, the suffix -hunna 'they, them' refers to three or more female persons:

madrasatu-hum	'their (M.Pl.) school'
madrasatu-hunna	'their (F.Pl.) school'

After /i/ and /ii/, the suffixes are -him and -hinna rather than -hum and -hunna:

fii kitaabi-him	'in their (M.Pl.) book'
fii-him	'in them (M.Pl.)'
fii kitaabi-hinna	'in their (F.Pl.) book'
fii-hinna	'in them (F. Pl.)'

The pronominal suffix -kum 'you' is used in addressing three or more persons, including at least one male. In contrast, the suffix -kunna is used in addressing three or more female persons:

baytu-kum	'your (M.Pl.) house'
baytu-kunna	'your (F.Pl.) house'

The suffixes -hunna and -kunna are formed by the addition of -na to the masculine suffixes -hum and -kum respectively (notice that the /m/ of -hum and -kum is assimilated into the /n/ of -na). The suffix -na changes certain masculine plural forms to feminine.

The pronominal suffix -naa 'we, us' refers to at least two persons (male or female), including the speaker:

Hukuumatunaa	'our government'

41

Pattern Drills

تمارين محددة الاجابـــة

1. miθaal

hal Hukuumatukum 9askariyyatun? na9am. Hukuumatunnaa 9askariyyatun.

hal ṣadiiqatukum 'amriikiyyatun?
hal madrasatukum jadiidatun?
hal ṛa'iisaatukum min tilka lmamlakati?
hal tilmiiḍaatukum mina l'urduni?
hal 'ustaaḍaatukum fi lmadrasati?
hal Hukuumatukum 9askariyyatun?
hal Hukuumatukum madaniyyatun?
hal luġatukum hiya lluġatu l9aṛabiyyatu?
hal 'ustaaḍukum ma9ṛuufun hunaa?

2. miθaal

hal 'anta tilmiiḍun? mu9allim. laa. anaa mu9allimun.

hal Hukuumatunaa madaniyyatun? 9askariyy.
hal maktabuhu qadiimun? jadiid.
hal qalamuka ṣaġiirun? kabiir.
hal hiya huna lyawma? ġaa'ib.
hal haaḍihi lmuraasilatu 'amriikiyyatun? ingiliiziyy.
hal tilka l'ustaaḍatu ṭawiilatun? qaṣiir.
hal haaḍihi lHukuumatu 9askariyyatun? madaniyy.
hal qaahirun ġaa'ibuni lyawma? hunaa.
hal tilka muraasilatu jariidati l'ahṛaami? jariidatu l-Washington Post.
hal baytukunna qariibun mina lmu9askari? ba9iid.
hal maktabuhum kabiirun? ṣaġiir.
hal madrasatukum jadiidatun? na9am.
hal 'ustaaḍatunaa qadiiratun? na9am.
hal Hukuumatukunna 9askariyyatun? na9am.
hal 'amriikaa mamlakatun? jumhuuriyyatun.

3. mi0aal

alkitaabu fi lmaktabi. ayna. ayna lkitaabu?

jumhuuriyyatu l9iraaqi kabiiratun. hal
maliku l'urduni fii 'amriikaa. ayna
saa9atuhu jadiidatun. am
Hukuumatu ssuudaani madaniyyatun. am
amriikaa jumhuuriyyatun. am
Hukuumatukum 9askariyyatun. hal
ṭaalibaatunaa fii maktabi l'ustaadi. ayna
assayyaaraatu min 'amriikaa. min 'ayna
madrasatuhunna qariibatun mina lqaa9idati. hal
tilka l'ustaadatu maŝhuuratun. hal
alfariiqu fii sayyaarati l'ustaadi. man
haadihi saa9atu ṭa'iisi lmadrasati. man
qalamuhu 9ala ṭṭaawilati. ayna

4. mi0aal

assuudaanu jumhuuriyyatun. hali ssuudaanu jumhuuriyyatun?

al9iraaqu jumhuriyyatun.
al'urdunu mamlakatun.
libyaa jumhuuriyyatun.
amriikaa jumhuuriyyatun diimuqraaṭiyyatun.
naHnu mu9allimaatun.
hunna mumarriḍaatun.
antunna 'ustaadaatun.
hunna muraasilaatun.
tilmiidii ḍaa'ibun.
kursiyyu lfariiqi kabiirun.
tilmiidatuhaa jadiidatun.
qaa'idu lmu9askari maŝhuurun.
alxabaru haammun.
al'ustaadatu mina ssuudaani.
aṭṭaawilatu qadiimatun.
assaa9atu jamiilatun.
almaliku diimuqraaṭiyyun.
antunna mumarriḍaatun.
mindiiluka jadiidun.
9alamu 'amriikaa jamiilun.
finjaanukum ṣaġiirun.
sayyaaratuhunna jadiidatun.

5. mi0aal

alHukuumatu diimuqraaṭiyyatun. hum

al'ustaadaatu min libyaa. hunna
almu9allimaatu ma9a lmaliki. naHnu
attilmiidaatu mina l'urduni. antum
aṭṭaawilaatu fi lmaktabati. antunna
alHukuumatu 9askariyyatun. hum
almaktabaatu hunaaka. antum
almuraasilaatu mina lyamani. hunna

Hukuumatuhum diimuqraaṭiyyatun.

assayyaaraatu min 'amriikaa. naHnu
assabbuuraatu fi lmadrasati. antunna
almumarriḍatu fi mu9askari Ord. hunna
aṭṭaalibaatu mina ssuudaani. hum
assaa9atu jadiidatun. antum
almamlakatu kabiiratun. naHnu
alHukuumatu jumhuuriyyatun. antum

6. mi0aal

alkitaabu hunaaka. ṭaawilatun.

hali lkitaabu hunaaka 'am 9ala ṭṭaawilati?

daftaruhu hunaa. kursiyy.
qalamuhaa fii jaybihaa. waraqatun.
saa9atii hunaaka. kitaab.
9alamu libyaa ma9a l'ustaadi. ṭaawilatun.
waraqatukum ma9a ṣadiiqikum. kursiyy.
saa9atuhum hunaa. daftar.
qalamunaa lqaṣiiru ma9aki. ṭaawilatun.
mindiiluka jjadiidu hunaaka. kursiyy.
finjaanuki ṣṣaġiiru fi lmaktabi. ṭaawilatun.

7. mi0aal

ayna lmumarriḍaatu? mu9askaru Ord.

almumarriḍaatu fi mu9askari Ord.

ayna ṭṭaalibaatu? madrasatun.
min 'ayna lmu9allimaatu? al'urdunu.
ayna ssabbuuraatu? maktabatun.
ayna ssayyaaraatu? qaa9idatun.
min 'ayna l'ustaadaatu? jumhuuriyyatu libyaa.
ayna ttilmiidaatu? ḅaytun.
ayna ṭaawilaatu ttilmiidaati? maktabaatu jjayši.
min 'ayna ṣadiiqaatukum? assuudaanu.
ayna rra'iisaatu? assayyaarati.
ayna lmuraasilaatu? aṭṭaa'irati.
ayna ṭṭaawilaatu? maktabatun.

8. mi0aal

hum mina ssuudaani. antum hum mina ssuudaani. min 'ayna antum?

almumarriḍaatu min hunaa. antunna
aṭṭaalibaat mina l'urduni. hum
almu9allimaatu min haadihi lmadrasati. hunna
al'ustaadaatu min jumhuuriyyati libyaa. huwa
almuraasilaatu min mamlakati l'urduni. hiya
aṛṛa'iisaatu min tilka jjumhuuriyyati. anti
ṣadiiqaatukunna min jumhuuriyyati l9iraaqi. antunna
attilmiidaatu min haadihi lmamlakati. antum
daaka lmaliku lmaŝhuuru min tilka lmamlakati. antunna

Free Selection Drills

تمارين متعددة الاجابة :

1. ṣabaaHa lxayr.
kayfa Haaluki?
hal 'anti min mamlakati l'urduni 'am min jumhuuriyyati libyaa?
hal Hukuumatu l9iraaqi madaniyyatun?
hal Hukuumatu ssuudaani 9askariyyatun?
hal ṭaawilaatu 'ustaaḍaatinaa hunaa fi lmadrasati?
ayna ttilmiiḍaatu? hal hunna ma9a ṛa'iisaatihinna?
hal madrasatu lmumarriḍaati madrasatun xaaṣṣatun?
hali lmaliku ma9a musaa9idihi fi ssayyaaṛati?
ṡukṛan.

2. assalaamu 9alaykum.
kayfa Haalukum?
hal sayyaaṛatukum jadiidatun' hal hiya 'amriikiyyatun?
hal Hukuumatukum madaniyyatun?
hali lmuraasilaatu fi ṭṭaa'irati lyawma?
hal sabbuuṛaatu 'ustaaḍaatikum hunaaka?
hal ṣadiiqaatuhunna mina ssuudaani?
hal saa9atuki 9ala ṭṭaawilati?
hal Hukuumatu 'amriikaa 9askariyyatun 'am madaniyyatun?
man tilka, mu9allimatun 9aṛabiyyatun 'am muraasilatun 'amriikiyyatun?
ṡukṛan.

3. marHaban.
kayfa Haalukum?
hal maliku l'urduni fii 'amriikaa? hali lxabaṛu fi jjariidati?
hal luḡatu ṭṭaalibaati hiya lluḡatu l9aṛabiyyatu?
hal waraqatu mu9allimatihinna 9ala ddaftari?
hali lmumarriḍaatu ma9a ṛa'iisaatihinna fi lmu9askari?
ayna maktabu ṛa'iisi jjumhuuriyyati?
min 'ayna haaḍihi l'ustaaḍatu jjamiilatu? min suuriyaa?

4. hal turkiyaa mamlakatun 'am jumhuuriyyatun?
hal ṛa'iisu ssuudaani ḍaabiṭun 'am madaniyyun?
hal Hukuumatunaa madaniyyatun 'am 9aṣkariyyatun?
ṡukṛan.

5. hal sayyaaraṭu l'ustaaḍaati fii madrasatikunna?
hal tilka jjumhuuriyyatu madaniyyatun 'am 9askariyyatun?
hal ṭaawilaatunaa fi lmaktabati?
hali ttilmiiḍatu l'ingiliiziiyyatu ḏaa'ibatuni lyawma?
hali lmuraasilaatu fi ṭṭaa'irati?

6. nal antunna ṛa'iisaatu lmaktabaati?
hal antum min mamlakatin 'am min jumhuuriyyatin?
hal naHnu mu9allimaatun min mamlakati l'urduni?
hal hunna 'ustaaḍaatun min jumhuuriyyati 'amriikaa?
hal ṣadiiqaatukunna ma9a musaa9idi lmaliki lyawma?
hal saa9atuki ma9aki l'aana 'am fi lbayti?
hal tilmiiḍaatukum ma9a 'ustaaḍihinna?

7. Paraphrase the following sequences (i.e., change some or all of the words and constructions, but not the meaning). Whenever possible, paraphrase each sequence in more than one way:

ṛa'iisu lHukuumati ḏaabiṭun.
anaa min turkiyaa.
almu9allimatu min 'amriikaa.
ṛa'iisu l'urduni malikun.
mumarriḍatukum min libyaa. mumarriḍatukum 9aṛabiyyatun.
assaa9atu jamiilatun. assaa9atu fi maktabihi.
attilmiiḍaatu hunaa. ustaaḍaatu ttilmiiḍaati fi lmaktabati.
amriikaa jumhuuriyyatun. amriikaa diimuqraaṭiyyatun.
ṣadiiqaatuhum mina l'urduni. al'urdunu mamlakatun.
aṭṭullaabu fi lmaktabati. ustaaḍu ṭṭullaabi hunaaka 'ayḍan.
tilka lmumarriḍatu mina ssuudaani. tilka lmumarriḍatu jamiilatun.
madrasatii hiya madrasatu baṡiirin. madrasatii wa madrasatu baṡiirin hunaa.
ustaaḍatuka hiya 'ustaaḍatu fariidin wa najiibin. ustaaḍatuka wa 'ustaaḍatu fariidin wa najiibin 9aṛabiyyatun.
mu9allimuki huwa mu9allimu Nancy wa Judy. mu9allimuki wa mu9allimu Nancy wa Judy ingiliiziyyun.
ṣadiiqatii jjamiilatu hiya ṣadiiqatuka. ṣadiiqatii wa ṣadiiqatuka jjamiilatu ḏaa'ibatuni lyawma.
hiya ṛa'iisatuhaa wa ṛa'iisatuhu. hiya fi lmaktabati l'aana.
almuraasilatu lxaaṣṣatu ma9a lmaliki. almuraasilatu turkiyyatun.

8. To each of the following words add all the members of its family which you have studied, then use each member in a sentence:

assuudaan	sabbuuṛa(t)	maṛHaban
jumhuuriyya(t)	malik	9alaa
9askariyy	Hukuumatuka	
ṭaa'ira(t)	ustaadaat	

Free Oral Expression

حديث حر

1. A asks questions using the cues on the left. B answers using the cues on the right. The subject is: ṭullaabu madrasatii.

A	B
antunna, assuudaan	na9am
Hukuumatukunna, diimuqraaṭiyya(t)	laa
ṛa'iis, Hukuumatukunna	
ṣadiiqaatukunna, assuudaan	amriikaa
Hukuumatuhunna, diimuqraaṭiyya(t)	
amriikaa, jumhuuriyya(t)	
ṛa'iis, jumhuuriyyatu 'amriikaa	
ṭaalib, jadiid, min 'ayna	al'urdun
jumhuuriyya(t), ayḍan	mamlaka(t)
diimuqraaṭiyya(t), Hukuuma(t)	
ṡukṛan	

2. A asks questions using words or combinations of words selected at random from the following list. B answers using the words in the list or any of the words which he has learned. The subjects are:

(a) ṭullaabii

tilmiid	qaahir	assuudaan	amriikiyy	al'aana	anta	haadaa	assalaamu 9alaykum
tilmiida(t)	saliim	amriikaa	'ingiliiziyy	alyawma	anti	haadihi	wa 9alaykumu ssalaam
ṣadiiq	baṡiir		turkiyy	aydan	antum	tilka	marHaban
			9arabiyy		antunna	am	ahlan wa sahlan
			madaniyy		huwa	hal	masaa'a lxayr
			9askariyy		hunna	na9am	masaa'a nnuur
			diimuqraaṭiyy			laa	
			jumhuuriyy			min	
						9alaa	
						ma9a	
						ayna	

(b) ṭullaabu madrasatii

madrasa(t)	jumhuuriyya(t)	assuudaan	diimuqraaṭiyy	anaa	min	maṛHaban
ṭullaab	Hukuuma(t)	libyaa	jumhuuriyy	anta	ma9a	ahlan wa sahlan
'ustaad	mamlaka(t)	suuriyaa	madaniyy	anti	9alaa	śukṛan
'ustaada(t)	malik	alyaman	9askariyy	antum	min 'ayna	9afwan
ṣadiiqaat	Hukuumatukum	al'urdun	maśhuuṛ	antunna	ayna	
mu9allimaat	Hukuumatukunna	al9iraaq	ma9ṛuuf	hum	hal	
tilmiidaat	Hukuumatunaa	turkiyaa	haamm	hunna	man	
ṭaalibaat	mamlakatuhum		9aṛabiyy	naHnu	maa	
musaa9id	jumhuuriyyatuhum		turkiyy			
ṛa'iis			amriikiyy			
			'ingiliiziyy			

Questions on the Comprehension Drills — أسئلة على نصي الاستماع

(1) hali lHukuumatu l'amriikiyyatu 9askariyyatun?

(2) hali l'urdunu jumhuuriyyatun?

(3) man ṛa'iisu ljumhuuriyyati fii libyaa?

(1) min 'ayna mumarriḍaatu haadihi lmadrasati?

(2) 'ayna madrasatu lmumarriḍaati? hal hiya madrasatun 'amriikiyyatun?

(3) hal ṛa'iisatu lmadrasati 'amriikiyyatun?

(4) hal fi lmadrasati ṭaalibaatun min 'amriikaa? 'ayna hunna l'aana?

(5) 'ayna baytuhunna?

L-10

Reading and Writing

القراءة والكتابة

As assigned in the schedule.

Lesson 11

New Features in the Presentation Drills

1. (a) Review the use of مع with the object noun in the genitive case.

   (b) Use of مع to show possession; the vocabulary item يد .

   (c) مع with pronominal suffixes.

2. (a) Use of عند to show possession (ownership).

   (b) عند with pronominal suffixes.

   (c) Use of عند with object nouns in the genitive case.

   (d) Drill.

3. Contrast between عند and مع as prepositions of possession.

4. (a) The vocabulary item كم and its use with the indefinite accusative; introduction of the vocabulary item واحد .

   (b) Same as 4.(a), but with feminine nouns and with واحدة .

   (c) Drill on واحد and واحدة .

5. Drill.

6. (a) The vocabulary item هؤلاء .

   (b) The vocabulary item أولئك .

L-11

7. (a) Use of هؤلاء with feminine nouns as well as masculine nouns.

   (b) Use of أولئك with feminine nouns.

8. (a) The vocabulary items عراقي , سوداني and ليبي .

   (b) Drill on forming more nationality adjectives from nouns.

9. Feminine adjectives formed from masculine adjectives.

10. The use of the definite article with an adjective following a noun with a pronominal suffix.

11. Drill.

12. Drill.

13. Drill.

14. Drill.

Lesson 11

Presentation Drills

الشـرح :

1. a. al'ustaadu ma9a ṛa'iisi lmadrasati.
aṭṭaalibu ma9a lmuraasilati.
man ma9a ṭṭullaabi?

b. alkitaabu ma9a ttilmiidi. alkitaabu fii yadihi.

alqalamu ma9a ttilmiidati. alqalamu fii yadihaa.

addaftaru ma9a lmumarriḍati. addaftaru fii yadihaa.
assaa9atu ma9a ṛṛa'iisati. assaa9atu fii yadi ṛṛa'iisati.

c. saa9atii ma9ii.
ustaadunaa ma9anaa.
daftaruka ma9aka.
kitaabuki ma9aki.
almulaazimu ma9akum.
almu9allimatu ma9akunna.
almindiilu ma9ahu.
alwaraqatu ma9ahaa.
almuraasilatu ma9ahum.
ṣadiiqatii ma9ahunna.

2. a. hal 9indaka kitaabun? — na9am. 9indii kitaabun.
ayna huwa? — fi lbayti.

hal 9indaka sayyaaṛatun jadiidatun? — laa. 9indii sayyaaṛatun qadiimatun.

b. 9indii kitaabun.
9indanaa sayyaaraṭun.
9indaka finjaanun.
9indaki saa9atun.
9indakum sayyaaraṭun.
9indakunna sayyaaraṭun.
9indahu maktabun.
9indahaa mindiilun.
9indahum sayyaaraṭun.
9indahunna sayyaaraṭun.

c. 9inda baṡiirin daftarun.
9inda qaahirin saa9atun.
9inda l'ustaaḏi xariiṭatun.
9inda ṭṭaalibaati sayyaaraṭun.
9inda ṭṭullaabi sayyaaraṭun.

d. hal 9indaka baytun fii Monterey?
man 'ustaaḏuka? hal 9indahu baytun hunaa?
man ṛa'iisu haaḏihi lmadrasati? hal 9indahu musaa9idun? hal 9indahu ṭaalibaatun min libyaa?
hal 9indaki ṣadiiqaatun mina l'urduni?
hal 9indaka madrasatuni lyawma?

3. hal 9indaka kitaabun? — na9am.
hal huwa ma9aka l'aana? — laa. kitaabii fi lbayti.

hal 9indaki qalamun? — na9am.
hal huwa ma9aki? — na9am. qalamii ma9ii.

hal 9indahaa saa9atun? — na9am.
hal saa9atuhaa ma9ahaa? — laa. saa9atuhaa fi ssayyaaraṭi.

hal 9indakum sayyaaraṭun? — na9am. 9indanaa sayyaaraṭun.
hal sayyaaraṭukum hunaa? — laa. hiya fi lbayti.

4. a. kam kitaaban 9indaka?
9indii kitaabun waaHidun. →

kam tilmiidan 9indaka?	9indii tilmiidun waaHidun.
kam kitaaban 9indaki?	9indii kitaabun waaHidun.
kam qalaman 9indahaa?	9indahaa qalamun waaHidun.
kam daftaran 9indaka?	9indii daftarun waaHidun.

b. kam ṭaalibatan 9indaka? — 9indii ṭaalibatun waaHidatun.
kam saa9atan 9indii? — 9indaka saa9atun waaHidatun.
kam waraqatan 9indaka? — 9indii waraqatun waaHidatun.
kam ṣadiiqatan 9indaka? — 9indii ṣadiiqatun waaHidatun.

c. Teacher: 9indii mindiilun waaHidun.
Student: kam mindiilan 9indaka?

9indahaa qalamun waaHidun.
9indahum sayyaaṛatun waaHidatun.
9indahunna kitaabun waaHidun.
9indii ṣadiiqatun waaHidatun.
9indakum baytun waaHidun.
9indanaa 'ustaadatun waaHidatun.

5. Teacher: qalam
Student 1: 9indii qalamun waaHidun.
Student 2: hal ḍaalika lqalamu ma9aka l'aana?
Student 1: laa. qalamii fi lbayti.

kitaab, waraqatun, qalam, daftar, sayyaaṛatun.
mindiil, saa9atun.

6. a. haaḍaa ḍaabiṭun. — haa'ulaa'i ḍubbaaṭun.
haaḍaa ṭaalibun. — haa'ulaa'i ṭullaabun.
haaḍaa qaa'idun. — haa'ulaa' quwwaadun.

b. ḍaaka ḍaabiṭun. ⟩
ḍaalika ḍaabiṭun. ⟩ ——→ uulaa'ika ḍubbaaṭun.

ḍaaka ṭaalibun. ⟩
ḍaalika ṭaalibun. ⟩ ——→ uulaa'ika ṭullaabun.

ḍaaka qaa'idun. ⟩
ḍaalika qaa'idun. ⟩ ——→ uulaa'ika quwwaadun.

7. a.

haadihi mumarriḍatun.	haa'ulaa'i mumarriḍaatun.
haadihi tilmiidatun.	haa'ulaa'i tilmiidaatun.
haadihi 'ustaadatun.	haa'ulaa'i 'ustaadaatun.
haadihi muraasilatun.	haa'ulaa'i muraasilaatun.

b.

tilka mumarriḍatun.	uulaa'ika mumarriḍaatun.
tilka tilmiidatun.	uulaa'ika tilmiidatun.
tilka 'ustaadatun.	uulaa'ika 'ustaadaatun.
tilka muraasilatun.	uulaa'ika muraasilaatun.

man haa'ulaa'i ṭṭullaabu?
wa man haa'ulaa'i ttilmiidaatu?
hal 9indaki ṣadiiqaatun mina l'urduni? man 'uulaa'ika ṣṣadiiqaatu?
hal 9indaka ṭullaabun mina l9iraaqi? man 'uulaa'ika ṭṭullaabu?

8. a.

ṣadiiqii mina l9iraaqi.	ṣadiiqii 9iraaqiyyun.
tilmiiduka mina lyamani.	tilmiiduka yamaniyyun.
almuraasilu mina l'urduni.	almuraasilu 'urduniyyun.
almuqaddamu mina ssuudaani.	almuqaddamu suudaaniyyun.

b.

anaa min 'amriikaa.	anaa 'amriikiyyun.
huwa min 'amriikaa.	huwa 'amriikiyyun.
anta min libyaa.	anta liibiyyun.
almuqaddamu min suuriyaa.	almuqaddamu suuriyyun.
almulaazimu min turkiyaa.	almulaazimu turkiyyun.

9.

ṣadiiqii 9iraaqiyyun.	ṣadiiqatii 9iraaqiyyatun.
tilmiidii yamaniyyun.	tilmiidatii yamaniyyatun.
almuraasilu 'urduniyyun.	almuraasilatu 'urduniyyatun.
almu9allimu suudaaniyyun.	almu9allimatu suudaaniyyatun.
huwa 'amriikiyyun.	hiya 'amriikiyyatun.
anta liibiyyun.	anti liibiyyatun.
ustaadii turkiyyun.	ustaadatii turkiyyatun.
ṛa'iisii suuriyyun.	ṛa'iisatii suuriyyatun.

man 'ustaaduka? hal huwa 'amriikiyyun 'am suuriyyun? wa 'ustaadatuka?
man haa'ulaa'i ṭṭullaabu? hal ṛa'iisatuhum turkiyyatun?
hal ṣadiiqaatuka ṭaalibaatun fii madrasatin liibiyyatin?
man musaa9idu ṛa'iisi haadihi lmadrasati? hal huwa 'amriikiyyun?

10.

haadaa kitaabun jadiidun.	haadaa kitaabuhu jjadiidu.
daaka musaa9idun qadiirun.	daaka musaa9idi lqadiiru.
daalika baytun jamiilun.	daalika baytuha jjamiilu.
haadihi sayyaaṛatun kabiiratun.	haadihi sayyaaṛatuna lkabiiratu.
tilka 'ustaadatun 'amriikiyyatun.	tilka 'ustaadatuna l'amriikiyyatu.

hali l'ustaadu fii maktabihi jjadiidi?
hal daftari lkabiiru ma9aka?
ayna sayyaaṛatuka lqadiimatu? hal 9indaka sayyaaṛatun jadiidatun?
kam sabbuuṛatan hunaa? hal ṣadiiquka l9aṛabiyyu qariibun mina ssabbuuṛati?

*11. Teacher: kitaab
Student 1: kam kitaaban 9indaka?
Student 2: 9indii kitaabun waaHidun.

Student 1: hal huwa kitaabuka jjadiidu?
Student 2: na9am. huwa kitaabi jjadiidu.

qalam, waraqatun, kursiyy, mindiil, saa9atun, sayyaaṛatun, maktab

*12. Teacher: haadaa ṭaalibun.
Student 1: haa'ulaa'i ṭullaabun.
Student 2: uulaa'ika ṭullaabun.

haadaa ḍaabiṭun.
ḏaaka ṭaalibun.
ḏaalika ḍaabiṭun.
tilka muraasilatun.
haadihi mu9allimatun.
ḏaaka ḍaabiṭun.
tilka muraasilatun.
haadihi tilmiiḏatun.
ḏaalika qaa'idun.

*13. For each blank in the sentences below, select the most appropriate word from the following list, and adjust the form of the word to fit the context:

waaHid, liibiyy, haaḏaa
suudaaniyy, 9ind, tilmiiḏ

kam _____ 9indaka? 9indii _____ _____.

_____ ṭṭullaabu min suuriyaa, wa _____ lmumarriḍatu mina l9iraaqi.

haaḏa ḍḍaabiṭu mina ssuudaani: huwa _____.

*14. Use each of the following words in a complete sentence:

kam, waaHidatun, liibiyy, ma9a, 9ind, waaHid

Dialogue

المحادثـــة :

A. hal 'anta 'amriikiyyun?

أ ـ هَلْ أَنْتَ أَمْرِيكِيٌّ ؟

B. laa. 'anaa 9arabiyyun.

ب ـ لَا . أَنَا عَرَبِيٌّ .

A. hal ṣadiiqatuka 9arabiyyatun 'aydan?

ا ـ هَلْ صَدِيقَتُكَ عَرَبِيَّةٌ أَيْضاً ؟

B. na9am. hiya 9arabiyyatun 9iraaqiyyatun.

ب ـ نَعَمْ هِيَ عَرَبِيَّةٌ عِرَاقِيَّةٌ .

A. kam ṣadiiqan 9arabiyyan 9indaka fii haadihi lmadrasati?

ا ـ كَمْ صَدِيقاً عَرَبِيّاً عِنْدَكَ فِي هَذِهِ المَدْرَسَةِ ؟

B. 9indii ṣadiiqun 9arabiyyun waaHidun wa ṣadiiqatun 9arabiyyatun waaHidatun.

ب ـ عِنْدِي صَدِيقٌ عَرَبِيٌّ وَاحِدٌ وَصَدِيقَةٌ عَرَبِيَّةٌ وَاحِدَةٌ .

A. man haa'ulaa'i?

ا ـ مَنْ هٰؤُلَاءِ ؟

B. haa'ulaa'i ṭullaabun.

ب ـ هٰؤُلَاءِ طُلَّابٌ .

A. wa 'uulaa'ika?

ا ـ وَأُولَائِكَ ؟

B. uulaa'ika mu9allimaatun.

ب ـ أُولَائِكَ مُعَلِّمَاتٌ .

Questions on the Dialogue

أسئلة على المحادثـــة:

1. min 'ayna 'anta?
2. min 'ayna ṣadiiqatuka?
3. hal 9indaka ṣadiiqun 9arabiyyun?
4. hal 9indaka ṣadiiqatun 9arabiyyatun 'aydan?
5. ayna ṭṭullaabu?
6. wa 'ayna lmu9allimaatu?
7. hali l9iraaqu ba9iidun 'am qariibun min 'amriikaa?
8. hal ṣadiiquka l9arabiyyu tilmiidun?

Vocabulary List

المفردات:

haa'ulaa'i	هٰؤُلَاءِ	these (M. and F.)
kam	كَمْ	how many
liibiyy	لِيبِيّ	Libyan
suudaaniyy	سُودَانِيّ	Sudanese
uulaa'ika	أُولَائِكَ	those
waaHid	وَاحِد	one (masculine numeral)
waaHida(t)	وَاحِدَة	one (feminine numeral)
yad	يَد	hand (noun); wrist
9ind	عِنْد	with (see the grammatical notes)
9iraaqiyy	عِرَاقِيّ	Iraqi

Grammatical Notes

القـــواعد

A. The accusative case

As was pointed out in Lesson 1, there are three cases in Arabic (the nominative, the genitive, and the accusative), each of which marks the word for a set of functions. Words which occur with the case marker /-a/ are said to be in the accusative case.

A word which functions as a modifier indicating time is an adverb of time; one which functions as a modifier indicating place is an adverb of place. Adverbs of time and place usually receive an accusative case marker:

huwa ġaa'ibuni lyawma.	'He is absent today.'

Notice, however, that some of those modifiers are invariable in form and are therefore not marked for case. The vowel at the end of hunaaka, for example, is not a case marker since the form of the word is invariable; the same is true of the vowel at the end of hunaa.

Singular indefinite nouns which follow the question word kam 'how many' are in the accusative case:

kam kitaaban 9indaka?	'How many books do you have?'

B. Prepositional adverbs

Arabic prepositions are of two types: pure prepositions and prepositional adverbs; the former are invariable in form and therefore do not receive case markers, while the latter receive case markers and designate either time or place.

When followed by an object, a prepositional adverb is in the accusative case unless preceded by a pure preposition:

9indahaa kitaabun.	'She has a book (literally: "With her is a book") '

When followed by an object and preceded by a pure preposition, a prepositional adverb receives the genitive case suffix /-i/:

haada lkitaabu min 9indi baŝiirin.	'This book is from Bashir.'

C. The use of the preposition 9ind to express possession

The idea of possession, conveyed in English by the verb to have, may be expressed in Arabic by a construction consisting of the following elements in the order given: (1) the prepositional adverb 9ind 'with', (2) a noun or a pronoun serving as the object of 9ind, and (3) an indefinite noun in the nominative case (functioning as the subject of the sentence):

9inda ttilmiiḍi kitaabun.	'The student has a book (literally: "With the student is a book").'
9indaka sayyaaṛatun.	'You have a car.'

Notice that in the above sentences, the prepositional adverb is marked by the accusative case suffix -a. In the word ma9ii 'with me', the accusative case suffix -a does not occur because Arabic avoids a sequence of two vowels.

D. The use of the preposition ma9a to express possession

Possession may be expressed by the preposition ma9a. The concept of possession expressed by ma9a is somewhat different from the concept of possession expressed by 9ind. The following examples specify the difference:

alqalamu ma9ahu.	'The pencil is on him.'
9indahu qalamun.	'He has a pencil (literally: "With him is a pencil"), but not necessarily on his person.'

The preposition ma9a usually means 'accompanied by' when it joins two words (or expressions) designating human beings:

almuraasilu ma9a l'ustaadi.	'The correspondent is with the professor.'

The preposition ma9a has an invariable form, and its final vowel is therefore not a case marker. Before the pronominal suffix -ii 'me' is added, the final vowel of ma9a is dropped in order to avoid a sequence of two vowels:

ma9ii	'with me'

E. The question word kam

When followed by a singular indefinite noun, the question word kam means 'how many?' As has already been mentioned, the singular indefinite noun which follows kam is in the accusative case:

kam tilmiidan 9indaka?	'How many students do you have?'

F. The plural demonstratives haa'ulaa'i and uulaa'ika

The demonstratives haa'ulaa'i 'these' and uulaa'ika 'those' are used only in contexts which refer to human beings (whether male or female):

haa'ulaa'i ṭullaabun.	'These are students (M).'
haa'ulaa'i ṭaalibaatun.	'These are students (F).'
uulaa'ika ṭullaabun.	'Those are students (M).'
uulaa'ika ṭaalibaatun.	'Those are students (F).'

G. The Arabic equivalent of the cardinal numeral one

There are two Arabic words, functioning as adjectives, which correspond to the English cardinal numeral one (it must be remembered that adjectives agree in gender with the nouns they modify). The two words are waaHid (the masculine) and waaHida(t) (the feminine form):

9indii kitaabun waaHidun.	'I have one book.'
9indii tilmiidatun waaHidatun.	'I have one (female) student.'

Notice that singularity can be indicated by the singular noun alone; the adjectives waaHid and waaHida(t) are therefore intensifiers which serve to emphasize singularity.

H. Adjectives derived from nouns

In English, adjectives may be derived from nouns in various ways as can be seen from the following examples:

Nouns	Adjectives
America	American
Lebanon	Lebanese
Arab	Arabic, Arab
nation	national

In Arabic, the masculine singular form of the adjective is derived by adding /-iyy/ to the singular noun. Certain elements are usually dropped if they would otherwise occur immediately before /-iyy/; those elements are the feminine singular suffix -a(t), vowels, and /y/ (or /yy/):

assuudaan	Sudan	suudaaniyy	Sudanese (M)
madrasa(t)	school	madrasiyy	scholastic (M)
amriikaa	America	amriikiyy	American (M)
libyaa	Libya	liibiyy	Libyan (M)

The feminine form is obtained by adding -a(t) to the masculine form:

masculine	feminine	
suudaaniyy	suudaaniyya(t)	Sudanese
madrasiyy	madrasiyya(t)	scholastic school (adj)
amriikiyy	amriikiyya(t)	American
liibiyy	liibiyya(t)	Libyan

Pattern Drills

أسئلة محدّدة الاجـــابة :

1. miθaal

anaa 9aṛabiyyun. ṣadiiqatii — anaa 9aṛabiyyun wa ṣadiiqatii 9aṛabiyyatun 'ayḍan.

anti 'ingiliiziyyatun. ṣadiiquki
antum ṭullaabun. hum
naHnu mu9allimaatun. hunna
huwa 9aqiidun. ṣadiiquhu
hiya 9aṛabiyyatun 9iraaqiyyatun. mu9allimatuhaa
anta 9aṛabiyyun suudaaniyyun. mu9allimuka
najiibun liibiyyun. ṣadiiqatuhu.
sayyaaṛatunaa 'amriikiyyatun. sayyaaṛatukum
fariidun liibiyyun maŝhuuṛun. ṣadiiquhu
kitaabuhaa madrasiyyun. kitaabuka
haaḍa ttilmiiḍu 9iraaqiyyun. attilmiiḍatu
haa'ulaa'i ṭullaabun. antum
uulaa'ika mu9allimaatun. hunna
haa'ulaa'i ṣadiiqaatunaa. uulaa'ika
haa'ulaa'i mumarriḍaatun. ṛa'iisaatuhunna
9indii tilmiiḍun waaHidun. 9indaka
9indanaa tilmiiḍatun waaHidatun. 9indakum

2. miθaal

kam ṣadiiqan 9aṛabiyyan 9indaka? — 9indii ṣadiiqun 9aṛabiyyun waaHidun.

kam baytan jamiilan 9indahu?
kam qalaman ṭawiilan 9indahaa?
kam sayyaaṛatan 'amriikiyyatan 9indakum?
kam xariiṭatan 9indahu?
kam qalaman qaṣiiran 9indaka l'aana?
kam baytan 9indii?
kam ṣadiiqatan suudaaniyyatan 9indaki?
kam ṛa'iisatan 'amriikiyyatan 9indakum?
kam daftaran kabiiran 9indahaa?
kam ṣadiiqatan suuriyyatan 9indakum?
kam mu9alliman 9indakunna?
kam mumarriḍatan 9indakum?
kam ṣadiiqatan jamiilatan 9indaka?
kam saa9atan 9indaki?

3. mi0aal

haadaa tilmiidun 9arabiyyun. — hal haadaa huwa ttilmiidu l9arabiyyu?

daaka baytun jamiilun.
daalika sadiiqun ma9ruufun.
haadihi 9arabiyyatun liibiyyatun.
tilka saa9atun 'amriikiyyatun.
tilka jariidatun xaassatun.
haada rajulun tawiilun.
daaka tilmiidun qasiirun.
daalika 9iraaqiyyun mashuurun.
tilka mu9allimatun jamiilatun.

4. mi0aal

kitaab, huwa, aljamiil, hunaa — kitaabuhu ljamiilu hunaa.

qalam, hiya, alqasiir, jayb
sadiiqatun, huwa, aljamiil, hunaaka
bayt, hum, aljadiid, fii Texas
sayyaaratun, huwa, aljadiid, fi lmadrasati
saa9atun, anaa, aljadiid, fii yadii
ustaadatun, hiya, almashuur, fi lyamani
Hukuumatun, antum, aljadiid, madaniyy
mu9allim, naHnu, alqadiir, 9arabiyy
ustaad, anta, aljadiid, fi lmaktabati

5. mi0aal

tullaab, dubbaat — haa'ulaa'i ttullaabu mina ssuudaani, wa 'uulaa'ika ddubbaatu min 'amriikaa.

quwwaad, tullaab
tullaab, mu9allimaat
quwwaad, mumarridaat
ustaadaat, quwwaad
muraasilaat, mu9allimaat
tullaab, ustaadaat
tullaab, dubbaat
tilmiidaat, ustaadaat

6. miθaal

attilmiid ma9a l'ustaadi.
muraasil

attilmiidu ma9a l'ustaadi.
almuraasilu ma9a l'ustaadi.

tilmiiduka ssuudaaniyyu
ṣadiiquka lliibiyyu.
mu9allimatuna l9iraaqiyyatu
mumarriḍati l'amriikiyyatu
kitaabuki ljadiidu
xariiṭatuka lqadiimatu
saa9atuhu jjadiidatu
mindiiluki jjamiilu

7. miθaal

9indii kitaabun. hal

hal 9indaka kitaabun?

9indii ṣadiiqun suudaaniyyun waaHidun. kam
9indaka ṣadiiqatun waaHidatun. kam
haa'ulaa'i mu9allimaatukum. man
uulaa'ika ṭṭaalibaatu mina' l9iraaqi. min 'ayna
haadihi tilmiidatu najiibin. man
tilka lmumarriḍatu mina l;amani. min 'ayna
9indanaa muraasilun xaaṣṣun. hal
9inda mu9alliminaa baytun jamiilun. hal
9indahu jaybun waaHidun. kam
haa'ulaa'i ḍḍubbaaṭu fi lqaa9idati. ayna
ṣadiiqatuhum l9arabiyyatu maŝhuuratun. hal
9inda haa'ulaa'i ttilmiidaati 'ustaadun waaHidun. kam
9indahu sayyaaratun waaHidatun. kam
9indahu musaa9idun waaHidun. kam
daaka mindiilu l'ustaadi. man
uulaa'ika mumarridaatu lmu9askari. man
daalika lkitaabu lmadrasiyyu kitaabii. man
saliimun qaa'idun maŝhuurun. man
najiibun tilmiidun fi madrasatin xaaṣṣatin. hal
9indii jariidatun waaHidatun. kam
ma9ii saa9atun waaHidatun. kam
huwa ma9ahaa. ayna
tilka sayyaaratu ṣadiiqatinaa tturkiyyati. man

Free Selection Drills

تمارين متعددة الاجـــابة :

1. maṛHaban.
   kayfa Haaluki?
   hal anti 'amriikiyyatun 'am 9aṛabiyyatun?
   man anti?
   hal ṣadiiqatuki liibiyyatun 'am 9iraaqiyyatun?
   wa hal hiya mu9allimatun 'am tilmiiḍatun?
   hal haa'ulaa'i tilmiiḍaatun 'am 'ustaaḍaatun? min 'ayna hunna?
   hal 'uulaa'ika muraasilaatun? hal hunna min libyaa?
   hal ṣadiiquki huna lyawma?
   hal haa'ulaa'i ṭṭullaabu mina ssuudaani?
   hal fariidun wa najiibun wa saliimun ṭullaabun hunaa 'am fii
   madrasatin xaaṣṣatin?

2. assalaamu 9alaykum.
   kayfa Haalukum?
   hal haaḍa 19aqiidu ṣadiiqukum?
   hal ṣadiiqu 19aqiidi mu9allimun 'am muraasilun xaaṣṣun?
   hal ḍaalika lbaytu jjamiilu baytuhu 'am baytukum?
   man ma9ahu, saliimun 'am najiibun?
   hal tilka ṣadiiqatukumu 19aṛabiyyatu? hal haaḍihi sayyaaṛatuhaa?
   hal haa'ulaa'i ṭṭullaabu min suuriyaa?
   hal 'antum min libyaa 'am mina 19iraaqi?
   ṡukṛan.

3. ṣabaaHa lxayr.
   kayfa Haaluka?
   kam 'ustaaḍatan 9indaka?
   kam qalaman ṭawiilan 9indaka?
   kam ṣadiiqan suudaaniyyan 9indaka?
   hal ṣadiiqaatuka mina ssuudaani 'am mina 19iraaqi?
   hal saa9atuka ma9aka?
   hal 9indaka baytun hunaa?
   hal baytu ṣadiiqatika hunaa 'am fii libyaa?
   man ḍaalika ṛṛajulu? hal huwa 9iraaqiyyun?
   hal 'uulaa'ika mu9allimaatun 'am ṭaalibaatun?
   ṡukṛan.

4. assalaamu 9alaykum.
kayfa Haalukum?
hal haadihi madrasatukum? hal hiya qariibatun mina lqaa9idati?
ayna maktabu ṛa'iisi lmadrasati?
man hiya Nancy? hal anti mu9allimatuha jjadiidatu?
hal ṣadiiquki ssuudaaniyyu huna l'aana?
hal haa'ulaa'i ḍubbaaṭun 'am ṭullaabun?
hal haada ṛṛajulu l9aṛabiyyu ṣadiiqu 'ustaadikum?
hal ḍaalika lqaa'idu lmaŝhuuru 9aṛabiyyun 'am turkiyyun?
man tilka l'ustaadatu? hal hiya suudaaniyyatun?
hal tilka sayyaaṛatuka jjadiidatu?
kam sayyaaṛatan 9indaka l'aana?
hal haa'ulaa'i ṭṭullaabu min madrasatikum?
ŝukṛan.

5. ṣabaaHa lxayr.
kayfa Haaluka?
hal anta najiibun 'am fariidun?
hal 9indaka ṣadiiqun hunaa? man huwa?
hal 9indaka ṣadiiqatun 9aṛabiyyatun? min 'ayna hiya?
ayna mu9allimatuka jjamiilatu? hal hiya 'amriikiyyatun?
kam kitaaban wa kam daftaran 9indaka?
man haa'ulaa'i? wa min 'ayna hum?
ŝukṛan.

6. masaa'a lxayr.
kayfa Haalukum?
man haa'ulaa'i ṭṭullaabu?
ayna mu9allimukumu l9aṛabiyyu? hal huwa huna l'aana?
min 'ayna mu9allimukum?
hal 9indakum mu9allimatun 'aydan? hal hiya suudaaniyyatun?
kam mu9alliman 9iraaqiyyan 9indakum?
wa kam mu9allimatan suudaaniyyatan 9indakum hunaa?
hal ḍaaka baytukumu lkabiiru?
wa 'ayna madrasatuka lqariibatu min hunaa?
hal kitaabuka ma9aka lyawma?
hali ssaa9atu fii yadika l'aana?
man haa'ulaa'i ṭṭullaabu? hal hum min 'amriikaa?
wa man 'uulaa'ika lmu9allimaatu? hal hunna min suuriyaa?
ŝukṛan.

7. assalaamu 9alaykum.
kayfa Haalukum?
man antum? wa min 'ayna 'antum?
hal tilka sayyaaṛatukum? kam sayyaaṛatan 9indakum?
hal 9inda ṣadiiqika saa9atun? hal hiya ma9ahu l'aana?
hal haaḍihi ttilmiiḍatu suudaaniyyatun?
ayna saa9atuhaa l'aana? hal saa9atuhaa 'amriikiyyatun?
hal haa'ulaa'i ṣadiiqaatukum? min 'ayna hunna?
hal 'uulaa'ika mu9allimaatukum?
hal hunna mina ssuudaani?
ṡukṛan.

8. maṛHaban.
kayfa Haalukum?
man ma9akumu l'aana?
wa man ma9a tilka ṭṭaalibati?
hal 9inda ṣadiiqikum najiibin saa9atun?
hal 9indahu kitaabun 'ayḍan?
hali lfinjaanu ma9a lmu9allimi 'am ma9a saliimin?
man mu9allimatukum?
hal 9indahaa qalamun?
hal 9indahaa daftarun?
hali lmu9allimu ma9a lmu9allimati l'aana fi lmaktabati?
kam ṭaalibatan huna l'aana?
kam ḍaabiṭan fii haaḍihi lmadrasati?
ṡukṛan.

9. Replace each of the following sequences by a single sentence using the examples given below as models:

A. aṭṭaalibu hunaa. huwa ṭaalibun suudaaniyyun. haaḍa ṭṭaalibu suudaaniyyun.

B. almu9allimu hunaaka. huwa mu9allimun liibiyyun. ḍaalika lmu9allimu liibiyyun.

C. aṭṭullaabu hunaa. hum min 'amriikaa. haa'ulaa'i ṭṭullaabu min 'amriikaa.

D. aḍḍubbaaṭu hunaaka. hum min libyaa. uulaa'ika ḍḍubbaaṭu min libyaa.

almadrasatu hunaaka. almadrasatu xaaṣṣatun.
almu9allimatu jjamiilatu hunaa. hiya 9aṛabiyyatun.
aṭṭaalibatu hunaa. hiya 'amriikiyyatun.
attilmiiḍaatu hunaaka. hunna mina ssuudaani.
aḍḍubbaaṭu hunaa. hum min libyaa.
almuraasilaatu hunaaka. hunna mina l9iraaqi.
almu9allimaatu hunaa. almu9allimaatu min 'amriikaa.
albaytu hunaaka. albaytu jamiilun.
almu9allimaatu hunaa. hunna mina l9iraaqi.
aṭṭullaabu hunaa. hum min haaḍihi lmadrasati jjamiilati.
aṭṭaalibaatu hunaaka. hunna mina ssuudaani.
almumarriḍaatu hunaa. hunna min libyaa.
al'ustaaḍaatu hunaaka. hunna min 'amriikaa.
almu9allimatu ṭṭawiilatu hunaa. almu9allimatu 'amriikiyyatun.
aṭṭaalibaatu hunaaka. hunna mina l9iraaqi.
almuraasilaatu hunaa. hunna mina ssuudaani.
aṭṭaalibu hunaa. aṭṭaalibu 'amriikiyyun.
attilmiiḍatu hunaaka. attilmiiḍatu 9iraaqiyyatun.

10. Paraphrase the following sequences using the example given below as a model:

Example: 9inda fariidin mindiilun. almindiilu fii jaybihi, almindiilu ma9a fariidin.

9inda ṭṭaalibati qalamun ṭawiilun. alqalamu fii jaybihaa.
9inda lmu9allimi finjaanun ṣaġiirun. alfinjaanu fii yadihi.
9inda ṣadiiqina l9aṛabiyyi saa9atun jamiilatun. assaa9atu fii yadihi.
9indii dafatarun kabiirun. addaftaru fii yadii.
9inda ṭaalibatihi waraqatun waaHidatun. alwaraqatu fii yadihaa.
9inda ṣṣadiiqi ssuudaaniyyi mindiilun ṣaġiirun. almindiilu fii jaybihi.
9inda l'ustaaḍati saa9atun 'amriikiyyatun. assaa9atu fii yadihaa.
9indaka finjaanun kabiirun. alfinjaanu fii yadika.
9indaki mindiilun jamiilun. almindiilu fii jaybiki.
9indahu qalamun qaṣiirun. alqalamu fii yadihi.
9indahaa saa9atun jamiilatun. assaa9atu fii jaybihaa.

11. To each of the following words add all the members of its family which you have studied, then use each member in a sentence:

kam 9ind

waaHid suudaaniyy

haa'ulaa'i

Free Oral Expression

حديث حر :

1. A asks questions using the cues on the left. B answers using the cues on the right. The subject is: fii maktabi jariidatin 9iraaqiyyatin.

A	B
ṣabaaHa lxayr.	
haa'ulaa'i, man	muraasilaat
min 'ayna	assuudaan,libyaa, al9iraaq
muraasilaat, ma9akum, min 'amriikaa	waaHıda(t)
ayna	ma9a
jariidatuhaa l'amriikiyyatu, ma9ṛuufa(t)	na9am
muraasila(t), turkiyya(t)	ingiliiziyya(t)
maktabu ṛṛa'iisi, 'ayna	
ṛa'iisu lmaktabi, jadiid	
aṛṛa'iisu ljadiidu, ma9ṛuuf	
ma9ahu, al'aana, man	almuraasilu ssuudaaniyyu
9indahu, maktab, libyaa	
ṡukṛan	

2. A asks questions using words or combination of words selected at random from the following list. B answers using the words in the list or any of the words which he has learned. The subject is: ṣadiiqi l9aṛabiyyu.

ṣadiiq	fariid	assuudaan	jamiil	haadaa	9indii	masaa'a lxayr
ṣadiiqaat	najiib	libyaa	xaaṣṣ	ḍaalika	9indaka	masaa'a nnuur
tilmiiḍ	saliim	al9iraaq	9aṛabiyy	ḍaaka	9indahu	ṡukṛan
ṭaalib			liibiyy	haa'ulaa'i	kam	9afwan
ṭullaab			9iraaqiyy		man	
ustaaḍ			suudaaniyy		min	
sayyaaṛa(t)			ba9iid (min)		ayna	
bayt			qariib (min)		ma9a	
yad					hal	

Questions on the Comprehension Drills

أسئلة على نصي الاستماع

(1) hal najiibun jundiyyun?

(2) fii 'ayyi madrasatin huwa? min 'ayna ɣa'iisuhaa?

(3) man ma9a najiibin fii tilka lmadrasati?

(4) kam sayyaaɣatan 9inda haa'ulaa'i ṭṭullaabi?

(5) hal sayyaaɣatuhumu lkabiiratu 'amriikiyyatun?

(1) hali lmadrasatu fi ssuudaani?

(2) hal madrasatu Linda ma9ṛuufatun? man ma9a Linda fi lmadrasati?

(3) hal fi lmadrasati ṭaalibatun 9iraaqiyyatun?

(4) ma9a man haa'ulaa'i ṭṭaalibaati?

(5) ayna ṭṭaalibaatu l'aana?

(6) hal 9inda ṭṭaalibaati sadiiqun mina l9iraaqi?

L-11

Reading and Writing

القراءة والكتابـــة

As assigned in the schedule.

Lesson 12

New Features in the Presentation Drills

1. (a) Contrast between definite and indefinite possession ("I have a ....." and "I have the .....) with the use of the preposition مع and pronominal suffixes.

(b) Same as 1.(a) but with nouns (instead of pronominal suffixes) following the preposition مع .

2. (a) Same as 1.(a) but using عند instead of مع .

(b) Same as 1.(b) but using عند instead of مع .

3. Contrast between placement of the noun-subject in nominal sentences when the subject is definite and when it is indefinite.

4. Same as 3., but containing sentences using the preposition على instead of في .

5. (a) Drill on new features plus the vocabulary item صف .

(b) Drill on masculine broken plurals plus introduction of the broken plural form أساتذة .

6. Introduction of diptotes (with feminine proper names) and the vocabulary items فريدة , نجيبة , جميلة , and سميرة .

7. (a) The vocabulary item مدينة .

(b) The vocabulary item عاصمة .

(c) The vocabulary items بغداد , بيروت , دمشق , طرابلس, صنعاء .

(d) The vocabulary items تونس , مصر , and اسرائيل .

8. (a) Drill on names of certain cities and their function as diptotes.

(b) Drill on names of certain countries and their function as diptotes.

9. (a) Contrast between masculine proper nouns, which are nunation, and their feminine equivalents which are diptotes.

(b) Contrast between feminine diptotes and their modifying adjectives (in apposition) which are fully declined.

10.(a) Contrast between the masculine genitive suffix -in and its feminine equivalent -a with diptotes (with names of people).

(b) Same as 10.(a), but with place names.

11. Drill on the new features.

12. Drill on the new features.

13. Drill on the new features.

14. Drill on the new features.

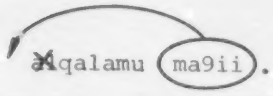
15. Drill on the new features.

Lesson 12

Presentation Drills

الشرح :

1. a. alqalamu ma9ii.

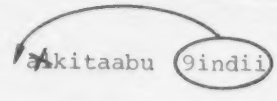


alqalamu (ma9ii). = ma9ii qalamun.

alwaraqatu ma9ii. — ma9ii waraqatun.
assaa9atu ma9ii. — ma9ii saa9atun.
addaftaru ma9ahum. — ma9ahum daftarun.
assaa9atu ma9aki. — ma9aki saa9atun.
alfinjaanu ma9ahaa. — ma9ahaa finjaanun.

b. alqalamu ma9a fariidin. — ma9a fariidin qalamun.
alwaraqatu ma9a l'ustaadi. — ma9a l'ustaadi waraqatun.
addaftaru ma9a ttilmiidati. — ma9a ttilmiidati daftarun.
almuraasilatu ma9a lqaa'idi. — ma9a lqaa'idi muraasilatun.
almumarriḍatu ma9a ḍḍaabiṭi. — ma9a ḍḍaabiṭi mumarriḍatun.

2. a. alkitaabu 9indii.



alkitaabu (9indii). = 9indii kitaabun.

9indii sayyaaṛatun.
9indaka kitaabun.
9indahaa mindiilun.
9indahum sayyaaṛatun.
9indanaa 'ustaadun 'amriikiyyun.
9indakunna mu9allimatun suudaaniyyatun.
9indahunna maktabun fi lqaa9idati.

b. 9inda ṣadiiqii sayyaaṛatun.
9inda lmulaazimi kitaabun 9aṛabiyyun.
9inda ṛa'iisati lmadrasati 9alamun 'urduniyyun.
9inda ṣadiiqaatii sayyaaṛatun 'amriikiyyatun.
9inda lmuṡiiri muraasilun.
9inda lmudarrisati tilmiidatun turkiyyatun.

3. almuṡiiru fi lmaktabi.

almuṡiiru (fi lmaktabi). = fi lmaktabi muṡiirun.

almumarriḍaatu fi lmu9askari. — fi lmu9askari mumarriḍaatun.
aṛṛajulu lqaṣiiru fi lbayti. — fi lbayti ṛajulun qaṣiirun
assaa9atu jjadiidatu fii jaybii. — fii jaybii saa9atun jadiidatun.
almuṡiiru fi jjayṡi. — fi jjayṡi muṡiirun.
almulaazimu fi lmaktabati. — fi lmaktabati mulaazimun.
assabbuuṛatu fi lmadrasati. — fi lmadrasati sabbuuṛatun.
assaa9atu fii yadii. — fii yadii saa9atun.

4. alkitaabu 9ala ṭṭaawilati. — 9ala ṭṭaawilati kitaabun.
   almindiilu 9ala lkursiyyi. — 9ala lkursiyyi mindiilun.
   alqalamu 9ala lkitaabi. — 9ala lkitaabi qalamun.
   alxariiṭatu 9ala ssabbuuṛati. — 9ala ssabbuuṛati xariiṭatun.

5. a. anaa tilmiiḍun fii ṣaffi lluġati l'ingiliiziyyati. ustaaḍatu ṣṣaffi hiya Mrs. Brown. fi ṣṣaffi ṭullaabun min suuriyaa wa l9iraaqi. fi ṣṣaffi sabbuuṛatun wa xariiṭatun.

   kam ṣaffan 9indaka lyawma?
   man 'ustaaḍu lluġati l9aṛabiyyati fii madrasatika? hal 9indaka ṣaffun ma9ahu lyawma?

   b. aṭṭaalibu fi ṣṣaffi. — aṭṭullaabu fi ṣṣaffi.
   aḍḍaabiṭu fi lmu9askari. — aḍḍubbaaṭu fi lmu9askari.
   alqaa'idu hunaa. — alquwwaadu hunaa.
   al'ustaaḍu fi lmaktabi. — al'asaatiḍatu fi lmaktabi.
   al'ustaaḍatu fi lmaktabati. — al'ustaaḍaatu fi lmaktabati.

   man 'asaatiḍatuka fii haaḍihi lmadrasati? wa man 'ustaaḍaatuka?
   hal fii madrasatika 'asaatiḍatun mina l'urduni? man hum?

6. a. najiibun tilmiiḍun hunaa, wa najiibatu tilmiiḍatun hunaa 'ayḍan.

   fariidun muraasilun min suuriyaa, wa fariidatu muraasilatun mina l9iraaqi.

   baṡiirun 'ustaaḍun hunaa, wa jamiilatu tilmiiḍatuhu.

   saliimun mu9allimun qadiirun, wa samiiratu mu9allimatun qadiiratun 'ayḍan.

7. a. New York madiinatun kabiiratun.
   Chicago madiinatun kabiiratun 'ayḍan.
   Sacramento madiinatun jamiilatun fii California.
   min 'ayna 'anta?

   b. Sacramento 9aaṣimatu California.
   9aaṣimatu New York hiya madiinatu Albany.
   Salt Lake City 9aaṣimatu Utah.
   madiinatu Washington 9aaṣimatu 'amriikaa.

c. baġdaadu madiinatun jamiilatun, wa hiya 9aaṣimatu 19iraaqi.
bayruutu madiinatun jamiilatun 'aydan.

dimaśqu madiinatun qadiimatun, wa hiya 9aaṣimatu suuriyaa.

ṭaraabulusu madiinatun kabiiratun, wa hiya 9aaṣimatu libyaa.

ṣan9aa'u 9aaṣimatu lyamani.

maa 9aaṣimatu North Carolina? hal hiya madiinatun kabiiratun?

d. tuunisu jumhuuriyyatun, 9aaṣimatuhaa madiinatu tuunis.
miṣru jumhuuriyyatun 'aydan.

8. a. baġdaadu qariibatun min suuriyaa.
bayruutu ba9iidatun mina lyamani.
dimaśqu qariibatun min turkiyaa.
ṭaraabulusu ba9iidatun mina 19iraaqi.
ṣan9aa'u ba9iidatun min suuriyaa.

b. miṣru qariibatun mina ssuudaani.
tuunisu ba9iidatun min turkiyaa.
isṛaa'iilu qariibatun mina l'urduni.

9. a.

najiibun hunaa.	najiibatu hunaa.
fariidun fi lbayti.	fariidatu fi lbayti.
baśiirun tilmiidun.	jamiilatu tilmiidatun.
saliimun ṭaalibun.	samiiratu ṭaalibatun.

b. baġdaadu (not baġdaadun) jamiilatun.
bayruutu jamiilatun.
dimaśqu jamiilatun.
ṭaraabulusu jamiilatun.
ṣan9aa'u jamiilatun.
miṣru jamiilatun.
tuunisu jamillatun.

10. a. alkitaabu ma9a najiibin.
addaftaru ma9a fariidin.
assaa9atu ma9a baśiirin.
aṭṭaalibu ma9a saliimin.

alkitaabu ma9a najiibata.
addaftaru ma9a fariidata.
assaa9atu ma9a jamiilata.
aṭṭaalibu ma9a samiirata.

b. anaa mina l9iraaqi.
anta mina l'urduni.
huwa mina l9iraaqi.
anti mina lyamani.

anaa min miṣra.
anta min tuunisa.
huwa min 'isṛaa'iila.
anti min baġdaada.

naHnu min bayruuta.
antunna min dimaśqa.
ṣadiiqatii min ṭaraabulusa.
almuśiiru fii ṣan9aa'a.

*11. Teacher: kitaab, huwa
Student: 9indahu kitaabun fi lbayti, wa ma9ahu kitaabun hunaa.

xariiṭatun, daftar, mindiil, finjaan, tiimiid, ṭaalib, ṭaalibatun, ṭaawilatun, musaa9id, ṛajul

*12. Teacher: samiiratu, al'ustaad
Student: samiiratu hunaa, wa l'ustaadu ma9a samiirata l'aana.

fariidatu, almu9allim
jamiilatu, almuraasil
najiibatu, baśiir
jamiilatu, al9ariif
fariidatu, musaa9idu ṛṛa'iisi
samiiratu, ra'iisatu lmaktabati

*13. Teacher: anaa, miṣr
Student: anaa min miṣra. miṣru jamiilatun.

hiya, baġdaad
anti, bayruut
antunna, dimaśq
naHnu, ṭaraabulus
hum, isṛaa'iil
hunna, ṣan9aa'

*14. For each blank in the sentences below, select the most appropriate word from the following list, and adjust the form of the word to fit the context:

9aaṣima(t), fariida(t), bayruut, miṣr, isṛaa'iil, ṭaalib, ustaad, madiina(t), 9iraaqiyy

_____ madiinatun jamiilatun fii lubnaan, wa hiya l _____.

_____ jumhuuriyyatun ṣaġiiratun qariibatun min mamlakati l'urduni.

anaa tilmiiḏun fii haaḏihi lmadrasati, wa haa'ulaa'i hum _____ii.

baṡiirun ma9a _____ fi lmaktabati.

assuudaanu qariibun min jumhuuriyyati _____.

*15. Use each of the following words in a complete sentence:

ṣaff, madiina(t), dimaṡq, ṭaraabulus, samiira(t)

Dialogue

المحادثـــة

A. ṣabaaHa lxayr.

ا ـ صَبَاحَ الْخَيْر .

B. ṣabaaHa nnuur.

ب ـ صَبَاحَ النُّور .

A. hal 'anta 'ustaadu llu9ati l9arabiyyati fii haadihi lmadrasati?

ا ـ هَلْ أَنْتَ أُسْتَاذُ اللُّغَةِ الْعَرَبِيَّةِ فِي هٰذِهِ الْمَدْرَسَةِ ؟

B. na9am.

ب ـ نَعَـــمْ .

A. wa hal 9indaka ṭullaabun min 'amriikaa?

ا ـ وَ هَلْ عِنْدَكَ طُلَّابٌ مِنْ أَمْرِيكَا ؟

B. na9am fii ṣaffii ṭaalibun min Texas wa ṭaalibatun min California.

ب ـ نَعَمْ فِي صَفِّي طَالِبٌ مِنْ تِكْسَاس وَطَالِبَةٌ مِنْ كَالِيفُورْنِيَا .

A. hal fi haadihi lmadrasati 'asaatiḍatun min 'amriikaa 'aydan?

ا ـ هَلْ فِي هٰذِهِ الْمَدْرَسَةِ أَسَاتِذَةٌ مِنْ أَمْرِيكَا أَيْضَاً ؟

B. laa.

ب ـ لاَ .

A. ṣukṛan.

ا ـ شُكْراً .

B. 9afwan.

ب ـ عَفْواً .

Questions on the Dialogue

أسئلة على المحادثـــة :

ṣabaaHa lxayr.

man anta?

hal haaḍihi madrasatuka?

hali lluġatu l9aṛabiyyatu luġatuka?

kam ṭaaliban 'amriikiyyan 9indaka? wa kam ṭaalibatan 'amriikiyyatan?

min 'ayna ṭaalibuka l'amriikiyyu? wa min 'ayna ṭaalibatuka l'amriikiyyatu?

min 'ayna 'ustaaḍu lluġati l'ingiliiziyyati?

šukṛan.

L-12

Vocabulary List

المفردات:

asaatiḍa(t) (singular: ustaad)	أَسَاتِذَة (المفرد : أُسْتَاذ)	professors, teachers(M)
assalaamu 9alaykum.	السَّلَامُ عَلَيْكُمْ	Good-bye (said by someone who is leaving).
ma9a ssalaamah.	مَعَ السَّلَامَة	Good-bye (reply).
bayruut	بَيْرُوت	Beirut
baġdaad	بَغْدَاد	Baghdad
dimaśq	دِمَشْق	Damascus
fariida(t)	فَرِيدَة	proper name (F)
isṛaa'iil	إِسْرَائِيل	Israel
jamiila(t)	جَمِيلَة	proper name (F)
madiina(t)	مَدِينَة	city
miṣr	مِصْـر	Egypt
najiiba(t)	نَجِيبَـة	proper name (F)
samiira(t)	سَمِيرَة	proper name (F)
ṣan9aa'	صَنْعَاء	San'a (capital of Yemen)
ṣaff	صَفّ	classroom, class
9aaṣima(t)	عَاصِمَة	capital (of a country, a state, a province, etc.)
tuunis	تُونِس	Tunisia, Tunis

90

Grammatical Notes

A. Diptotes

القواعـــد :

In regard to case inflection, a distinction must be made between triptote nouns and diptote nouns: the former take three case suffixes (-u for the nominative, -a for the accusative, and -i for the genitive) while the latter take only two (-u for the nominative, and -a for both the accusative and the genitive). In addition, diptote nouns are never nunated.

A noun is a diptote if it meets all of the following three specifications:

(1) it does not have the definite article,
(2) it is not in construct with a following noun or pronoun,
(3) it belongs to one of several well-defined classes which will be referred to as diptote classes.

One of the diptote classes includes all feminine proper nouns. Thus miṣr, tuunis, samiira(t), and fariida(t) are diptote nouns. On the other hand, al9iraaq and assuudaan are not diptotes (although they are proper nouns) because they have the definite article and because they are not feminine; alyaman is not a diptote (even though it is a feminine proper noun) because it has the definite article.

Once you have identified a noun as a diptote (by checking it against the three specifications outlined above), you must be careful not to nunate it, and you must mark it for the genitive case by /-a/ rather than /-i/:

miṣru jamiilatun.	'Egypt is beautiful.'
anaa min miṣra.	'I am from Egypt.'

B. The position of the subject in a nominal sentence

In regard to the relative positions of the subject and predicate in a nominal sentence, the following should be noted:

(1) In a question, the interrogative form is usually at the beginning of the sentence; consequently, the subject often (though not always) follows the predicate:

man 'anta?	'Who are you?'
ayna ttilmiidu?	"Where is the student?'

(2) In a statement, a definite subject usually precedes the predicate:

attilmiidu 'amriikiyyun.	'The student is an American.'
tilmiidii 'amriikiyyun.	'My student is an American.'
haadaa 'amriikiyyun.	'This is an American.'
almuraasilu min miṣra.	'The correspondent is from Egypt.'

In an equational sentence where the subject is indefinite and the predicate is a prepositional phrase, the subject follows the predicate. Arabic equational sentences with this inverted order are often translated into English by 'There is .....'.

9indii kitaabun.	'I have a book (literally: "With me is a book").'
fi lmaktabi 'ustaadun.	'There's a professor in the office.'

Pattern Drills

تمارين محدّدة الاجابة

1. miΘaal

anta 'ustaadu lluġati l9aṛabiyyati hunaa.
huwa, turkiyyatun

anta 'ustaadu lluġati l9aṛabiyyati hunaa.
huwa 'ustaadu lluġati tturkiyyati hunaa.

anti, 9aṛabiyyatun
anaa, ingiliiziyyatun
hum, turkiyyatun
hunna, 9aṛabiyyatun
anta, ingiliiziyyatun
hunna, 9aṛabiyyatun

antum, turkiyyatun
antuuna, 9aṛabiyyatun
huwa, ingiliiziyyatun
hiya, turkiyyatun
hum, 9aṛabiyyatun

2. miΘaal

ṣaffii, ṭaalib, 9aṛabiyy — fii ṣaffii ṭaalibun 9aṛabiyyun.

madrasatuka, mu9allimatun, suuriyy
qaa9idatukum, qaa'id, turkiyy
ṣaffuhum, xariiṭatun, ingiliiziyyatun
sayyaaṛatunaa, mumarriḍatun, urduniyy
maktatabatuhunna, sabbuuraṭun, ṣaġiir
ṣaffu najiibata, muraasilatun, 9aṛabiyy
mu9askarukunna, ustaaḍatun, liibiyy
maktabu baṡiirin, tilmiiḍatun, amriikiyy
madrasatuhaa, ṭaalib, suudaaniyy

3. miΘaal

dimaṡq, 9aaṣimatun, suuriyaa — dimaṡqu 9aaṣimatu suuriyaa.

baġdaad, 9aaṣimatun, al9iraaq
san9aa', 9aaṣimatun, alyaman
madiinatu tuunisa, 9aaṣimatun, tuunis
Washington, 9aaṣimatun, amriikaa
Sacramento, 9aaṣimatun, California
Annapolis, 9aaṣimatun, Maryland
Salt Lake City, 9aaṣimatun, Utah

4. miθaal

haadaa huwa lmulaazimu ayna lmulaazimu lma9ṛuufu?
lma9ṛuufu. ayna

samiiratu 'ustaadatu lluġati l'ingiliiziyyati. man
ṣaffu najiibata jadiidun. hal
ḍaaka lmuqaddamu lqadiiru ma9a lmuššiiri. ayna
ḍaalika l9ariifu ṭaalibun jadiidun fi ṣṣaffi. hal
isṛaa'iilu qariibatun min miṣra. ayna
bayruutu madiinatun 9aṛabiyyatun. hal
jariidatu l-Washington Post ma9ṛuufatun fii madiinati Washington. hal
haada ṛṛajulu wa ḍaaka ḍḍaabiṭu min Texas. min ayna
miṣru ba9iidatun min California wa min tuunisa. hal
haadihi ṭṭaa'iratu ṣṣaġiiratu ṭaa'iratu lqaa'idi. man
aṭṭullaabu wa l'aṣaatidatu fi ṣṣaffi l'aana. ayna
ḍaaka jjundiyyu ṭaalibun fii ṣaffi lluġati l9aṛabiyyati. hal

5. miθaal

hal ma9aka sayyaaṛatun? na9am. ma9ii sayyaaṛatun.

hal ma9ahaa ustaadun?
hal ma9aki jariidatun?
hal ma9akum ṭaalibun?
hal ma9ahum ḍaabiṭun?
hal ma9aka kitaabun?
hal ma9ahu saa9atun?
hal ma9ahunna muraasilun?
hal ma9akum 9ariifun?

6. miθaal

hal fi ṣṣaffi ḍaabiṭun? ustaad laa. fi ṣṣaffi 'ustaadun.

hal fi lmadrasati 'ustaadun? ṭaalib
hal fi lmaktabati tilmiidun? tilmiidatun
hal fii suuriyaa jayšun kabiirun? ṣaġiir
hal fii 'isṛaa'iila jayšun saġiirun? kabiir
hal fii tuunisa maktabatun 'amriikiyyatun? ingiliiziyyatun
hal fii California madrasatu mu9allimaatin? mumarriḍaat

7. miΘaal

hal 9ala ṭṭaawilati daftarun? kitaab laa. 9alaa ṭṭaawilati kitaabun.

hal 9ala lwaraqati saa9atun? qalam
hal 9ala ddaftari finjaanun? kitaab
hal 9ala ssabbuurati waraqatun? xariiṭatun
hal fii yadika qalamun? mindiil
hal 9ala ṭṭaawilati finjaanun? daftarun
hal fi lbayti mulaazimun? 9ariif
hal fi lqaa9idati muśiirun? 9aqiid
hal ma9a l'ustaadi muraasilun? tilmiid
hal ma9aka daftarun? kitaab

8. miΘaal

anaa mina l9iraaqi. anti — anaa mina l9iraaqi wa 'anti mina l9iraaqi 'ayḍan.

huwa min miṣra. hiya
anta min baġdaada. anti
antum min dimaśqa. hum
hunna min 'israa'iila. antunna
naHnu min ṣan9aa'a. anta
najiibatu min tuunisa. samiiratu
najiibun min baġdaada. fariidatu
baśiirun min miṣra. jamiilatu
saliimun min bayruuta. fariidun

9. miΘaal

haada ṭṭaalibu min miṣra. — haada ṭṭaalibu min miṣra wa
daaka ṭṭaalibu mina l9iraaqi. — daaka ṭṭaalibu mina l9iraaqi.

daaka l'ustaadu fii haadihi lmadiinati.
tilka l'ustaadatu fi l9aaṣimati.

haadihi l'ustaadatu min dimaśqa.
tilka ṭṭaalibatu min baġdaada.

haada lqalamu 9ala ṭṭaawilati.
daalika ddaftaru 9ala lkursiyyi.

haadihi lmumarriḍatu ma9a ṛa'iisihaa.
tilka lmu9allimatu ma9a ṭaalibaatihaa.

daalika ṛṛajulu fi lmaktabi.
tilka l'ustaadatu fi lmaktabati.

Free Selection Drills

تمارين متعددة الاجابة :

1. ṣabaaHa lxayr.
   kayfa Haalukum?
   hal anta ṭaalibun min Texas?
   hal anta ṭaalibun fii ṣaffi lluġati l9aṛabiyyati?
   hal tilka samiiratu 'am fariidatu?
   hal ṣadiiqatuka hunaa? man hiya?
   man ma9aka fi ṣṣaffi?

2. assalaamu 9alaykum.
   kayfa Haaluki?
   hal anti 9aṛabiyyatun? min 'ayna?
   hal 'anti ṭaalibatun 'am mumarriḍatun?
   man ma9aki fii ṣaffi lluġati l9aṛabiyyati?
   hal ṣadiiqatuki min madiinati London? man hiya?
   šukṛan.

3. maṛHaban.
   kayfa Haalukum?
   hal antum min miṣra?
   ayna 'ustaaḍukum? hal huwa 9aṛabiyyun?
   hal ṣadiiqukum min 9aaṣimati suuriyaa? maa hiya 9aaṣimatu suuriyaa?
   hal ṣadiiqukum ṭaalibun jadiidun hunaa?
   hal ṛa'iisu Hukuumati 'israa'iila ḍaabiṭun?
   hal 'isṛaa'iilu qariibatun 'am ba9iidatun min suuriyaa?

4. assalaamu 9alaykum.
   kayfa Haalukum?
   hali lmuqaddamu ma9a lmušiiri fii 9aaṣimati 'amriikaa?
   maa hiya 9aaṣimatu 'amriikaa? hal hiya madiinatun kabiiratun?
   hal fiihaa mu9askarun?
   hali jjundiyyu ma9a l9ariifi fi lqaa9idati?
   hal fariidatu muraasilatu jariidati l'ahṛaami?
   ma9a ssalaamah.

5. marHaban.
kayfa Haalukum?
hal fii madrasatikum 'asaatidatun min miṣra?
hal najiibun 'ustaadun 'am muraasilun?
hal samiiratu mu9allimatun 'urduniyyatun?
hal tilka xariiṭatu baġdaada?
hal 'asaatidatukum min madiinati dimaśqa 'am min madiinati bayruuta?
hal najiibatu 'ustaadatu lluġati l9arabiyyati hunaa?
hal fi lmaktabati mulaazimun? hal ma9ahu 'ustaadun?
śukran.

6. ṣabaaHa lxayr.
kayfa Haalukum?
hal hum ṭullaabun min Texas?
hal hunna 'ustaadaatun min California?
hal antum ḍubbaaṭun min miṣra?
hal antunna mu9allimaatun mina lmadrasati lxaaṣṣati?
hal anti mumarriḍatun fi lmu9askari?

7. ṣabaaHa lxayr.
hal 9indaka qalamun? hal huwa ma9aka?
hal fii jaybika saa9atun? hal hiya saa9atun jadiidatun?
hal 9ala ṭṭaawilati daftarun?
ayna ṛa'iisu haadihi lmadrasati? hal musaa9iduhu fii ṣan9aa'a l'aana?
man ma9a 'ustaadati lluġati l9arabiyyati? hal ma9ahaa ṭaalibatun 'ayḍan?
assalaamu 9alaykum.

8. marHaban.
kayfa Haaluka?
hal 9indaka sayyaarатun xaaṣṣatun?
ayna miṣru 9ala lxariiṭati?
wa 'ayna suuriyaa? maa 9aaṣimatuhaa? hal 9aaṣimatuhaa madiinatun jadiidatun?
hal 'ustaadukum suuriyyun?
hal najiibatu wa samiiratu huna lyawma?
min 'ayna najiibatu? wa min 'ayna samiiratu?
hal 'israa'iilu kabiiratun?
hal hiya qariibatun mina l9iraaqi?

9. Paraphrase the sequences given below using the following examples of models:

(a) haadaa qalamun. huwa 9ala ṭṭaawilati ⟶ 9ala ṭṭaawilati qalamun.
(b) haadaa huwa lqalamu. huwa 9ala ṭaawilati ⟶ alqalamu 9ala ṭṭaawilati.
(c) haadaa kitaabun. huwa ma9ii ⟶ ma9ii kitaabun.
(d) haadaa huwa lkitaabu. huwa ma9ii ⟶ alkitaabu ma9ii.

haadaa ṭaalibun. huwa fi ṣṣaffi.
haadaa huwa ṭṭaalibu. huwa fi ṣṣaffi.
haadihi ṭaawilatun. hiya fii baytii.
haadihi hiya ssaa9atu. hiya fii yadii.
haa'ulaa'i ṭullaabun. hum fii maktabii.
haadaa daftarun. huwa 9ala ṭṭaawilati.
haadihi hiya lmumarriḍatu. hiya fi lmu9askari.
haadihi mu9allimatun. hiya ma9ii.
ḍaaka huwa ḍḍaabiṭu lma9ṛuufu. huwa fi lqaa9idati.
haadaa huwa ṛṛajulu. huwa ma9a ṣadiiqihi.
haadihi hiya ṭṭaa'iratu lxaaṣṣatu. hiya fi lqaa9idati.
haa'ulaa'i 'asaatiḍatun. hum ma9a ṭṭullaabi.
ḍaalika 'ustaaḍun. huwa ma9anaa.
haadihi hiya lxariiṭatu. hiya fi ṣṣaffi.
tilka jamiilatu. hiya fi lmaktabati.
haadihi xariiṭatun. hiya 9ala ssabbuuṛati.
ḍaaka mindiilu fariidata. huwa 9ala lkursiyyi.

10. To each of the following words add all the members of its family which you can remember, then use each member in a sentence:

fariidatu	ma9a ssalaamah.
ṭaalibaat	asaatiḍa(t)
California	alluḡatu l9aṛabiyyatu
9aaṣima(t)	ṣaff

Free Oral Expression

حديث حـــــر

1. A asks questions using the cues on the left. B answers using the cues on the right. The subject is: 9aaşimatu l9iraaqi.

A	B
şabaaHa lxayr.	
kayfa Haıluka?	
amriikiyy, anta	9aṛabiyy
al9iraaq, min	miṣr
fii miṣra, madrasa(t), amriikiyy	
fiihaa, ustaaḋaat, amriikiyy	
mamlaka(t)	jumhuuriyya(t)
Hukuuma(t), diimuqraaṭiyy	
9aaşimatu miṣra, 9ala lxariiṭa(t)	
madiina(t), haamma(t)	
jamiila(t)	
şadiiqatuka, min miṣra	baġdaad
ayna, baġdaad, xariiṭa(t)	dimaśq
jamiila(t)	
śukṛan	
assalaamu 9alaykum.	

2. A asks questions using words or combination of words selected at random from the following list. B answers using the words in the list or any of the words which he has learned. The subject is: fii maktabi qaa'idi lmu9askari.

qaa'id	jaysh	fariida(t)	misr	jamiil	hum	haadaa	assalaamu 9alaykum
quwwaad	qaa9ida(t)	najiiba(t)	bayruut	qadiir	hunna	dhaaka	ma9a ssalaamah
ra'iis	mu9askar	samiira(t)	dimashq	jadiid	antum	min	
mushiir	taawila(t)	bashiir	baghdaad	kabiir	antunna	9alaa	
muqaddam	xariita(t)		tuunis	saghiir	naHnu	fii	
dhaabit	9aasima(t)		shan9aa'	ma9ruuf		ayna	
dhubbaat	madiina(t)		al'urdun	qariib(min)		min 'ayna	
mulaazim	musaa9id		isra'iil	ba9iid(min)		man	
9ariif	madrasa(t)					hal	
jundiyy	shaff					am	
mu9allimaat							
ustaadhaat							
asaatidha(t)							

Questions on the Comprehension Drills

أسئلة على نصي الاستماع

(1) ayna madrasatu lmumarriḍaati?

(2) man ma9a fariidata fii ṣaffihaa?

(3) min 'ayna ṭṭaalibatu l9iraaqiyyatu?

(4) min 'ayna ṭṭaalibatu lyamaniyyatu?

(5) hal ɣa'iisatu lmadrasati 9iraaqiyyatun?

(1) man muraasilu jariidati t-Times? ayna maktabuhu?

(2) hal fii dimaśqa muraasilun 'amriikiyyun? man huwa?

(3) ayna maktabu lmuraasili l'amriikiyyi?

Reading and Writing القراءة والكتابـــة

As assigned in the schedule.

Review Lessons 9 - 12

مراجعة للدروس ٩ — ١٢

1. Teacher: anaa ṭaalibun.
   Student: naHnu ṭullaabun.

   anti mumarriḍatun.
   anaa mu9allimatun.
   hiya ṭaalibatun.
   anaa ḍaabiṭun.
   anta ṭaalibun.
   huwa qaa'idun.
   hiya mumarriḍatun.
   anaa mu9allimatun.
   anti ṭaalibatun.
   hiya mu9allimatun.
   anta ḍaabiṭun.

2. For each blank in the sentences below, select the most appropriate word from the following list, and adjust the form of the word to fit the context (e.g., use the plural form when necessary):

   ṭaalib, ḍaabit, mumarriḍa(t), xariiṭa(t), ṭaa'ira(t), ṭaawila(t)

   antum _____ fii haadihi lmadrasati, wa hunna _____ fii tilka lmadrasati.

   haada _____ mulaazimun fii jayši 'amriikaa.

   _____ suuriyaa qariibatun mina lbaabi.

   _____ jjayši hunaa, wa hum ma9a ṛṛa'iisi l'aana.

3. Use each of the following words in a complete sentence:

   mu9allimaat, hum, hunna, antunna, naHnu, antum, quwwaad

4. Teacher: aṭṭaalibu ma9a 'ustaadihi.
   Student: aṭṭullaabu ma9a 'ustaadihim.

   almuraasilatu ma9a ṛa'iisihaa.
   aṛṛa'iisatu ma9a musaa9idihaa.
   ṣadiiqatii ma9a mu9allimihaa.
   attilmiidatu ma9a 'ustaadihaa.
   al'ustaadatu ma9a ṣadiiqihaa.
   almu9allimatu ma9a tilmiidihaa.
   aṭṭaalibatu ma9a mu9allimatihaa.
   almumarriḍatu ma9a ṛa'iisatihaa.

5. Teacher: sayyaaṛatuka jamiilatun.
Student: sayyaaṛatukum jamiilatun.

kitaabii 9ala ṭṭaawilati.
ṣadiiquka fii maktabi l'ustaadi.
tilmiiduki ma9a lmuraasili.
ṛa'iisuhu fi ssayyaaṛati.
madrasatuhaa ba9iidatun.
madrasatii xaaṣṣatun.

6. For each blank in the sentences below, select the most appropriate word from the following list, and adjust the form of the word to fit the context:

jumhuuriyya(t), mamlaka(t), madaniyy, ustaada(t) 9askariyy, ṭaa'ira(t), 9alaa

Hukuumatu l'urduni _____ wa diimuqraaṭiyyatun.

waraqatii _____ ṭṭaawilati.

John Doe ṛa'iisu _____ l'amriikiyyati, wa huwa ṛajulun qadiirun.

hal ṛa'iisu jjumhuuriyyati l'amriikiyyati daabiṭun? laa.
Hukuumatu 'amriikaa _____.

al _____ fi lmadrasati l'aana, wa hunna fii maktabi ṛṛa'iisi.

7. Use each of the following words in a complete sentence:

ṣadiiqaat, Hukuuma(t), ṭaa'ira(t), jumhuuriyy, mamlaka(t) madaniyy

8. Teacher: kitaab
Student 1: kam kitaaban 9indaka?
Student 2: 9indii kitaabun waaHidun.

Student 1: hal kitaabuka jjadiidun?
Student 2: na9am kitaabi jjadiidun.

9alam, waraqatun, kursiyy, mindiil, saa9atun, sayyaaratun, maktab

9. Teacher: haadaa ṭaalibun.
Student 1: haa'ulaa'i ṭullaabun.
Student 2: uulaa'ika ṭullaabun.

haadaa ḍaabiṭun.
daaka ṭaalibun.
daalika ḍaabiṭun.
tilka muraasilatun.
haadihi mu9allimatun.
daaka ḍaabiṭun.
tilka muraasilatun.
haadihi tilmiidatun.
daalika 'ustaadun.

10. For each blank in the sentences below, select the most appropriate word from the following list, and adjust the form of the word to fit the context:

waaHid, liibiyy, haadaa
suudaaniyy, 9ind, tilmiid

kam _____ 9indaka? 9indii _____ _____.

_____ ṭṭullaabu min suuriyaa, wa _____ lmumarridatu mina l9iraaqi.

haada ḍḍaabiṭu mina ssuudaani: huwa _____.

11. Use each of the following words in a complete sentence:

kam, waaHidatun, liibiyy, ma9a, 9ind, waaHid

12. Teacher: kitaab, huwa
Student: 9indahu kitaabun fi lbayti, wa ma9ahu kitaabun hunaa.

xariiṭatun, daftar, mindiil, finjaan, tilmiid, ṭaalib, ṭaalibatun, ṭaawilatun, musaa9id, ṛajul

13. Teacher: samiiratu, al'ustaad
Student: samiiratu hunaa, wa l'ustaadu ma9a samiirata l'aana.

fariidatu, almu9allim
jamiilatu, almuraasil
najiibatu, baŝiir
jamiilatu, al9ariif
fariidatu, musaa9idu ṛṛa'iisi
samiiratu, ra'iisatu lmaktabati

14. Teacher: anaa, miṣr
Student: anaa min miṣra. misru jamiilatun.

hiya, baġdaad
anti, bayruut
antunna, dimaśq
naHnu, ṭaraabulus
hum, isṛaa'iil
hunna, ṣan9aa'

15. For each blank in the sentences below, select the most appropriate word from the following list, and adjust the form of the word to fit the context:

9aaṣima(t), fariida(t), bayruut, miṣr, isṛaa'iil, ṭaalib, ustaad, madiina(t), 9iraaqiyy

_____ madiinatun jamiilatun fii lubnaan, wa hiya l _____.

_____ jumhuuriyyatun ṣaġiiratun qariibatun min mamlakati l'urduni.

anaa tilmiidun fii haadihi lmadrasati, wa haa'ulaa'i hum _____ ii.

baśiirun ma9a _____ fi lmaktabati.

assuudaanu qariibun min jumhuuriyyati _____.

16. Use each of the following words in a complete sentence:

ṣaff, madiina(t), dimaśq, ṭaraabulus, samiira(t)

Lesson 13

New Features in the Presentation Drills

1. (a) Contrast between masculine and feminine demonstrative adjectives and nouns.

   (b) The feminine plural suffix -aat.

2. The sound masculine plural suffix -uuna.

3. Drill on the feminine plural suffix -aat.

4. Drill on contrasting masculine plural suffixes with the feminine plural suffix -aat.

5. The sound masculine plural suffix -iina (genitive of -uuna).

6. Drill on contrasting -uuna with -iina.

7. (a) Drill on non-nunation of nouns which are the first member of a genitive construct.

   (b) The dropping of /na/ from -uuna when belonging to the first member of a genitive construct.

   (c) The dropping of /ii/ from -iina when belonging to the first member of a genitive construct.

8. The vocabulary items القاهرة , اذاعة , مقر , مقر الحكومة , plus drill on new features of the lesson.

9. Drill.

10. Drill.

Lesson 13

Presentation Drill

الشرح :

1.a. haadaa musaa9idu ɣɣa'iisi. haadihi musaa9idatu ɣɣa'iisi.
haadaa mumarriḍun. haadihi mumarriḍatun.
haadaa 'amriikiyyun. haadihi 'amriikiyyatun.
haadaa liibiyyun. haadihi liibiyyatun.
haadaa miṣriyyun. haadihi miṣriyyatun.
haadaa suudaaniyyun. haadihi suudaaniyyatun.
haadaa 9iraaqiyyun. haadihi 9iraaqiyyatun.

b. haadihi musaa9idatu ɣɣa'iisi. haa'ulaa'i musaa9idaatu ɣɣa'iisi.
haadihi mumarriḍatun. haa'ulaa'i mumarriḍaatun.
haadihi 'amriikiyyatun. haa'ulaa'i 'amriikiyyaatun.
haadihi liibiyyatun. haa'ulaa'i liibiyyaatun.
haadihi miṣriyyatun. haa'ulaa'i miṣriyyaatun.
haadihi suudaaniyyatun. haa'ulaa'i suudaaniyyaatun.
haadihi 9iraaqiyyatun. haa'ulaa'i 9iraaqiyyaatun.

2. ḍaalika ṭaalibun. uulaa'ika ṭullaabun.
ḍaalika qaa'idun. uulaa'ika quwwaadun.
ḍaalika 'ustaaḍun. uulaa'ika 'asaatiḍatun.
ḍaalika ḍaabiṭun. uulaa'ika ḍubbaaṭun.

ḍaalika musaa9idun. uulaa'ika musaa9iduuna.
ḍaalika mumarriḍun. uulaa'ika mumarriḍuuna.
ḍaalika mu9allimun. uulaa'ika mu9allimuuna.
ḍaalika muraasilun. uulaa'ika muraasiluuna.
ḍaalika miṣriyyun. uulaa'ika miṣriyyuuna.
ḍaalika 'amriikiyyun. uulaa'ika 'amriikiyyuuna.
ḍaalika liibiyyun. uulaa'ika liibiyyuuna.
ḍaalika suudaaniyyun. uulaa'ika suudaaniyyuuna.
ḍaalika 9iraaqiyyun. uulaa'ika 9iraaqiyyuuna.

*3. Teacher: al'ustaadatu fi lbayti.
Student 1: al'ustaadaatu fi lbayti.

almusaa9idatu 'amriikiyyatun.
almuraasilatu liibiyyatun.
almu9allimatu miṣriyyatun.
almumarriḍatu suudaaniyyatun.
al'ustaadatu 9iraaqiyyatun.

aṭṭaalibu liibiyyun.
alqaa'idu 9iraaqiyyun.
almusaa9idu 'amriikiyyun.
almumarriḍu liibiyyun.
almu9allimu miṣriyyun.
almuraasilu suudaaniyyun.

*4. Teacher: al'ustaadaatu fi lbayti.
Student: al'asaatidatu fi lbayti.

almusaa9idaatu 'amriikiyyaatun.
almuraasilaatu liibiyyaatun.
almu9allimaatu miṣriyyaatun.
almumarriḍaatu suudaaniyyaatun.
al'ustaadaatu 9iraaqiyyaatun.

5.

almu9allimuuna l'amriikiyyuuna hunaa.	al'ustaadu ma9a lmu9allimiina l'amriikiyyiina.
almusaa9iduuna lliibiyyuuna hunaa.	al'ustaadu ma9a lmusaa9idiina lliibiyyiina.
almumarriḍuuna lliibiyyuuna hunaa.	almuraasilu ma9a lmumarriḍiina lliibiyyiina.
almu9allimuuna lmiṣriyyuuna hunaaka.	hum ma9a lmu9allimiina lmiṣriyyiina.
almuraasiluuna ssuudaniyyuuna hunaaka.	hunna ma9a lmuraasiliina ssuudaaniyyiina.

*6. Teacher: muraasil, suudaaniyy
Student 1: almuraasiluuna ssuudaaniyyuuna fi lmaktabi.
Student 2: hali l'ustaadu ma9a lmuraasiliina ssuudaaniyyiina?
Student 3: na9am. huwa ma9a lmuraasiliina ssuudaniyyiina.

musaa9id, amriikiyy
muraasil, liibiyy
mu9allim, miṣriyy
mumarriḍ, suudaaniyy
ustaad, 9iraaqiyy
ḍaabiṭ, miṣriyy
ṭaalib, liibiyy
qaa'id, 9iraaqiyy

7.a. haadaa muraasilun. — haadaa muraasilu jjariidati.
daaka musaa9idun. — daaka musaa9idu ṛṛa'iisi.
daalika mu9allimun. — daalika mu9allimu ṣṣaffi.
huwa mumarriḍun. — huwa mumarriḍu lmadrasati.
antum 'asaatidatun. — antum 'asaatidatu najiibin.
hum quwwaadun. — hum quwwaadu jjayši.
hunna muraasilaatun. — hunna muraasilaatu jjariidati.
antunna musaa9idaatun. — antunna musaa9idaatu ṛṛa'iisi.

b. haa'ulaa'i muraasiluuna. — haa'ulaa'i muraasiluu jariidati l-Hayaati.
uulaa'ika musaa9iduuna. — uulaa'ika musaa9iduu 'ustaadatinaa.
antum mu9allimuuna. — antum mu9allimuu samiirata.
hum mumarriḍuuna. — hum mumarriḍuu mu9askari Ord.

c. muraasiluu jjariidati hunaaka. — al'ustaadu ma9a muraasilii jjariidati.
musaa9iduu lmušiiri hunaaka. — almuqaddamu ma9a musaa9idii lmušiiri.
mu9allimuu samiirata hunaa. — ṣadiiqii ma9a mu9allimii samiirata.
mumarriḍuu lmu9askari hunaaka. — almuraasilatu ma9a mumarriḍii lmu9askari.

8. alqaahiratu 9aaṣimatu miṣra, wa hiya madiinatun jamiilatun.
anaa mina lqaahirati. hal 'anta mina lqaahirati 'aydan?

madiinatu Washington maqarru lHukuumati l'amriikiyyati.
alqaahiratu maqarru lHukuumati lmiṣriyyati.
jariidatu l'ahṛaami jariidatun haammatun, wa maqarruhaa fi lqaahirati.

fariidun muraasilu jariidati lHayaati, wa samiiratu muraasilatu l'idaa9ati (= arraadyu).
al'idaa9atu lmiṣriyyatu haammatun, wa maqarruhaa fii madiinati lqaahirati.
ayna maqarru 'idaa9ati l-B.B.C.?

najiibun manduubu jariidati l'ahṛaami, wa jamiilatu manduubatu l'idaa9ati lmiṣriyyati.
hal fii New York manduubuuna miṣriyyuuna? hal fi lqaahirati manduubaatun 'amriikiyyaatun?

Carl Rowan ṣuHufiyyun 'amriikiyyun maẖuuṛun.
Jack Anderson ṣuHufiyyun 'amriikiyyun maẖuuṛun 'aydan.
hal fii jariidati d-Daily Star ṣuHufiyyatun ma9ṛuufatun? man hiya?
hal fii miṣra ṣuHufiyyuuna 'amriikiyyuuna wa ṣuHufiyyaatun 'amriikiyyaatun?
hal ṣadiiquka ṣuHufiyyun fi lqaahirati?
man manduubuu r-Reader's Digest fii haadihi lmadiinati? ayna maqarru r-Reader's Digest? hal fi r-Reader's Digest ṣuHufiyyuuna ma9ṛuufuuna? man hum?

hal haada ṛṛajulu jundiyyun? laa. huwa muwaḍḍafun fi jjayši. huwa 'ustaadu lluġati l9aṛabiyyati fii madraṣati jjayši.

hal 'anta muwaḍḍafun fi lHukuumati l'amriikiyyati?
hal ṣadiiqatuka muwaḍḍafatun fi lHukuumati 'aydan?
hal fi lHukuumati l'amriikiyyati muwaḍḍafuuna miṣriyyuuna wa muwaḍḍafaatun miṣriyyaatun?

*9. Correct the forms enclosed in parentheses:

samiiratu wa fariidatu wa jamiilatu (muraasil) jariidati l'ahraam.

hum (suHufiyy) min madiinati lqaahirati, wa humu l'aana ma9a (manduubuuna) l'idaa9ati (suuriyy).

naHnu (muwaddaf) fi lHukuumati l'amriikiyyati, wa hunna (muwaddaf) fi lHukuumati 'aydan.

ra'iisu lmadrasati ma9a l-(mu9allimuuna) l-(misriyy).

haa'ulaa'i (qaa'id) jjayši lmisriyyi, wa 'uulaa'ika (musaa9id) -hum .

attullaabu ma9a (mu9allimuuna) -hum.

(manduubuuna) jjariidati hunaa, wa hum ma9a (mumarridaatun) lmu9askari.

man ma9a (musaa9iduuna) -ka?

uulaa'ika (suHufiyy) (amriikiyy), wa haa'ulaa'i (musaa9id) lmušiiri.

*10. Use each of the following words in a complete sentence:

al'idaa9a(t), suHufiyyuuna, liibiyyaatun, muwaddafuuna, maqarr, 9iraaqiyyaatun.

Dialogue

المحادثة

A. man haa'ulaa'i?

ا ـ مَنْ هٰؤُلَاءِ ؟

B. haa'ulaa'i muraasiluuna wa ṣuHufiyyuuna 9iraaqiyyuuna maqarruhum fii madiinati bağdaada.

ب ـ هٰؤُلَاءِ مُرَاسِلُونَ وَصُحُفِيُّونَ عِرَاقِيُّونَ مَقَرُّهُمْ فِي مَدِينَةِ بَغْدَادَ .

A. wa 'ayna lmuraasiluuna wa ṣṣuHufiyyuuna lmiṣriyyuuna?

ا ـ وَأَيْنَ المُرَاسِلُونَ وَالصُّحُفِيُّونَ المِصْرِيُّونَ ؟

B. fii maktabi lqaa'idi.

ب ـ فِي مَكْتَبِ القَائِدِ .

A. hal manduubuu l'idaa9ati hunaa?

ا ـ هَلْ مَنْدُوبُو الإِذَاعَةِ هُنَا ؟

B. hum fii maktabi lqaa'idi ma9a lmuraasiliina wa ṣṣuHufiyyiina.

ب ـ هُمْ فِي مَكْتَبِ القَائِدِ مَعَ المُرَاسِلِينَ والصُّحُفِيِّينَ .

Questions on the Dialogue

أسئلة على المحادثة :

ayna maqarru lmuraasiliina wa ṣṣuHufiyyiina?

man fii maktabi lqaa'idi?

hal manduubuu l'idaa9ati ma9a lmuraasiliina wa ṣṣuHufiyyiina?

hal madiinatu bağdaada 9aaṣimatu miṣra?

Vocabulary List*

المفردات

alqaahira(t)	القَاهِرَة	Cairo
amriikiyyuuna (singular: amriikiyy)	أَمْرِيكِيُّونَ (المفرد : أَمْرِيكِيّ)	Americans, American (M)
amriikiyyaat (singular: amriikiyya(t))	أَمْرِيكِيَّات (المفرد : أَمْرِيكِيَّة)	Americans, American (F)
idaa9a(t)	إِذَاعَة	broadcasting, radio
liibiyyuuna (singular: liibiyy)	لِيبِيُّونَ (المفرد : لِيبِيّ)	Libyans, Libyan (M)
liibiyyaat (singular: liibiyya(t))	لِيبِيَّات (المفرد : لِيبِيَّة)	Libyans (F)
manduub (plural: manduubuuna)	مَنْدُوب (الجمع: مَنْدُوبُونَ)	representative, delegate (M)**
manduuba(t) (plural: manduubaat)	مَنْدُوبَة (الجمع: مَنْدُوبَات)	representative, delegate (F)
maqarr	مَقَرّ	headquarters, center, place
maqarru lHukuumati	مَقَرّ الحُكُومَةِ	seat of government
miṣriyy (plural: miṣriyyuuna)	مِصْرِيّ (الجمع: مِصْرِيُّونَ)	Egyptian (M)
miṣriyya(t) (plural: miṣriyyaat)	مِصْرِيَّة (الجمع: مِصْرِيَّات)	Egyptian (F)

---

* Some of the forms included in this list appear in previous lists. They are repeated here to emphasize the relationship between certain words.

** S = singular

mumarriḍ (plural: mumarriḍuuna)	مُمَرِّض (الجمع مُمَرِّضُونَ)	nurse (M)
mumarriḍa(t) (plural: mumarriḍaat)	مُمَرِّضَة (الجمع : مُمَرِّضَات)	nurse (F)
muraasiluuna (singular: muraasil)	مُرَاسِلُونَ (المفرد :مُرَاسِل)	correspondents (M)
muraasilaat (singular: muraasila(t))	مُرَاسِلات (المفرد : مُرَاسِلَة	correspondents (F)
musaa9id (plural: musaa9iduuna)	مُسَاعِد (الجمع : مُسَاعِدُون)	assistant (M)
musaa9ida(t) (plural: musaa9idaat)	مُسَاعِدَة (الجمع : مُسَاعِدَات)	assistant (F)
muwaḍḍaf (plural: muwaḍḍafuuna)	مُوَظَّف (الجمع : مُوَظَّفُونَ)	employee (M)
muwaḍḍafa(t) (plural: muwaḍḍafaat)	مُوَظَّفَة (الجمع : مُوَظَّفَات)	employee (F)
mu9allimuuna (singular: mu9allim	مُعَلِّمُونَ (المفرد مُعَلِّم)	teachers (M)
mu9allimaat (singular: mu9allima(t))	مُعَلِّمَات (المفرد :مُعَلِّمَة)	teachers (F)
ṣuHufiyy (plural: ṣuHufiyyuuna)	صُحُفِيّ (الجمع:صُحُفِيُّونَ)	journalist (M)
ṣuHufiyya(t) (plural: ṣuHufiyyaat)	صُحُفِيَّة (الجمع: صُحُفِيَّات)	journalist (F)
suudaaniyyuuna (singular: suudaaniyy)	سُودَانِيُّونَ (المفرد :سُودَانِيّ)	Sudanese (M)
suudaaniyyaat (singular: suudaaniyya(t))	سُودَانِيَّات(المفرد :سُودَانِيَّة)	Sudanese (F)
9iraaqiyyuuna (singular: 9iraaqiyy)	عِرَاقِيُّونَ (المفرد : عِرَاقِيّ)	Iraqis, Iraqi (M)
9iraaqiyyaat (singular: 9iraaqiyya(t))	عِرَاقِيَّات (المفرد :عِرَاقِيَّة)	Iraqis, Iraqi (F)

Grammatical Notes

القواعـــد

A. The **masculine** plural suffix

Plural nouns and adjectives are two kinds: those produced by making internal changes in the singular form, and those produced by the addition of a suffix. Plural forms of the first kind are called "broken plurals" (because they result from "breaking up" the singular forms by internal changes), while those of the second kind are called "sound plurals" (because the singular forms remain more or less intact). Listed below are some examples of nouns which have broken plural forms:

ṭaalib	'student'	ṭullaab	'students'
qaa'id	'commander'	quwwaad	'commanders'
ustaaḏ	'professor'	asaatiḏa(t)	'professors'
ḍaabiṭ	'officer'	ḍubbaaṭ	'officers'

Sound masculine plural forms consist of the singular form plus a special suffix which has two shapes: -uuna in the nominative case, and -iina in the other two cases:

almu9allimu hunaa.	'The teacher (M) is here.'
almu9allimuuna hunaa.	'The teachers (M) are here.'
almuraasilu ma9a lmu9allimiina.	'The correspondent is with the teachers(M).'

There is no easy way of predicting whether a given masculine singular form (noun or adjective) will have a broken plural or a sound plural, however, the student will find it helpful in this context to remember the following two principles:

(1) Nouns and adjectives which take the masculine plural suffix are always ones which refer to human beings.

(2) Many of the nouns and adjectives which take the masculine plural suffix are ones which have the prefix m- or the suffix -iyy:

mu9allim	'teacher (M)'	mu9allimuuna	'teachers(M)'
muwaḍḍaf	'employee(M)'	muwaḍḍafuuna	'employees(M)'
miṣriyy	'Egyptian (M)'	miṣriyyuuna	'Egyptians(M)'
amriikiyy	'American (M)'	amriikiyyuuna	'Americans(M)'

Notice, however, that in many cases the plural is produced by internal change, rather than by suffixation, even though the singular forms refer to human beings and have m- or -iyy.

B. Noun with the masculine plural suffix as the first member of a construct

When a plural noun which ends in /-uuna/ or /-iina/ becomes the first member of a construct, the /-na/ of the plural suffix is dropped:

almu9allimuuna hunaa.	'The teachers are here.'
mu9allimuu fariidin hunaa.	'Farid's teachers are here.'
almuraasilu ma9a lmu9allimiina.	'The correspondent is with the teachers (M).'
almuraasilu ma9a mu9allimii fariidin.	'The correspondent is with Farid's teachers (M).'

Strictly speaking, then, /-na/ is not part of the masculine plural suffix; it is a special type of nunation which can co-occur with the definite article, but which cannot occur on the first member of a construct.

C. The feminine plural suffix

Forms like muraasilaat, ṭaalibaat, miṣriyyaat, and 9iraaqiyyaat are called "sound feminine plural" forms. The suffix -aat which occurs in such forms (and which was taught in Lesson 9) is called the "feminine plural suffix".

Pattern Drills

تمارين محدّدة الأجابة

1. miθaal

haa'ulaa'i muraasiluuna min baġdaada. — haa'ulaa'i lmuraasiluuna min baġdaada.

haa'ulaa'i ṣuHufiyyuuna min tuunisa.
uulaa'ika manduubuuna min Texas.
haa'ulaa'i 9iraaqiyyuuna min miṣra.
uulaa'ika suudaaniyyaatun min London.
haa'ulaa'i ṣuHufiyyaatun min 'amriikaa.
uulaa'ika mumarriḍaatun min London.

2. miθaal

maqarru lmuraasilaati hunaa. — maqarruhunna hunaa.

maqarru ṣṣuHufiyyaati hunaaka.
maqarru lHukuumati fi l9aaṣimati.
maktabu qaa'idi lmu9askari fii miṣra.
maktabu lmuwaḍḍafiina fii madiinati baġdaada.
maqarru lmumarriḍaati fi lmu9askari.
sayyaaṛaatu l'ustaaḍaati fi lmadrasati.
mu9allimaatu ṭṭaalibaati fi ṣṣaffi.
ṣadiiqaatu qaahirin fi lqaahirati.

3. miθaal

anta ma9a lmuraasiliina. anaa — anaa ma9a lmuraasiliina.

anti ma9a lmusaa9idaati. qaa'iḍ
hiya ma9a lmuwaḍḍafiina. al'ustaaḍatu
alfariiqu ma9a ṣṣuHufiyyiina. almu9allimaatu
antum ma9a lmanduubaati. aṛṛa'iisaatu
alliibiyyuuna ma9a l'amriikiyyiina. attilmiiḍaatu
hum ma9a lmuraasilaati lmiṣriyyaati. ṣadiiqatii
antum ma9a lmanduubiina ssuudaaniyyiina. antunna

4. mi0aal

ayna lmanduubunna ssuudaaniyyuuna? hum ma9a lmanduubaati ssuudaaniyyaati.

ayna lmuwaḍḍafuuna ssudaaniyyuuna
ayna ṣṣuHufiyyuuna l9iraaqiyyuuna?
ayna lmu9allimuuna l'amriikiyyuuna?
ayna lmusaa9iduuna lmiṣriyyuuna?
ayna lmumarriḍuuna lliibiyyuuna?
ayna l'asaatiḍatu l'amriikiyyuuna?
ayna lmanduubuuna l9iraaqiyyuuna?

5. mi0aal

haadaa tilmiiḍun kabiirun. haada ttilmiiḍu kabiirun.

haa'ulaa'i manduubuuna 9iraaqiyyuuna.
uulaa'ika mumarriḍaatun 9iraaqiyyaatun.
haa'ulaa'i ṣuHufiyyuuna miṣriyyuuna.
haa'ulaa'i mu9allimuuna suudaaniyyuuna.
uulaa'ika muwaḍḍafuuna liibiyyuuna.
haa'ulaa'i mumarriḍuuna 'amriikiyyuuna.
uulaa'ika manduubuuna suudaaniyyuuna.
haa'ulaa'i mu9allimaatun miṣriyyaatun.
uulaa'ika 'asaatiḍatun liibiyyuuna.
uulaa'ika muwaḍḍafuuna 'amriikiyyuuna.

6. mi0aal

tilmiiḍatun, 'amriikiyy tilka tilmiiḍatun 'amriikiyyatun.

muraasilaat, amriikiyy
muwaḍḍafaat, suudaaniyy
ṣuHufiyyuuna, liibiyy
mu9allimaat, miṣriyy
muwaḍḍafaat, 9iraaqiyy
mumarriḍuuna, liibiyy
manduubuuna, amriikiyy
mu9allimuuna, suudaaniyy
ḍubbat, 9iraaqiyy
ṭaalibaat, miṣriyy
quwwaad, 9iraaqiyy
ṭullaab, amriikiyy

7. mi0aal

man haadaa? qaahir haadaa qaahirun.

man haa'ulaa'i? mumarriḍaatu lqaa9idati.
hal haa'ulaa'i lmuraasilaatu 9iraaqiyyaatun? miṣriyy
ayna 'ustaadatu 'uulaa'ika ṭṭaalibaati? almaktabatu
hal haadihi sayyaaṛatu ṭṭullaabi 'ami l'asaatidati? asaatidatun
maa haadaa? maktabu lmu9allimaati
hal maktabuka qariibun min maktabi lmanduubi? ba9iid
hal tilka ttilmiidatu 'ingiliiziyyatun? turkiyy
hal Hukuumatu 'amriikaa madaniyyatun 'am 9askariyyatun? madaniyyatun
ayna musaa9idu lfariiqi? ma9a lmuwaḍḍafiina
hal sayyaaṛatu lmu9allimiina qadiimatun? jadiid
hal fi l9iraaqi Hukuumatun diimuqraaṭiyyatun? na9am

8. mi0aal

ayna mu9allimuu madrasatika? huwa hum ma9a mu9allimii madrasatihi.

ayna muraasiluu jariidatikum? hum
ayna mumarriḍuu mu9askarihim? antum
ayna manduubuu 'idaa9atinaa? hum
ayna muwaḍḍafuu Hukuumatikum? hum
ayna musaa9iduu ṛa'iisikum? hunna
ayna musaa9idaatu 'ustaadikum? hum
ayna manduubuu jariidatihim? naHnu
ayna muwaḍḍafaatu maktabikum? antum

Free Selection Drills

تمارين متعدّدة الاجابة

1. maṛHaban.
   kayfa Haalukum?
   ayna lmuraasiluuna wa ṣṣuHufiyyuuna?
   hal hum liibiyyunna?
   hal manduubuu 'idaa9ati miṣra ma9ahum?
   ṡukran. assalaamu 9alaykum.

2. ṣabaaHa lxayr.
   hal mumarriḍuu madrasatikum suudaaniyyuuna 'am 9iraaqiyyuuna?
   kam mumarriḍan 9indakum?
   hal hum ma9a ṛa'iisi lmadrasati l'aana?
   man haa'ulaa'i? hal hum mumarriḍuuna miṣriyyuuna?
   assalaamu 9alaykum.

3. ṣabaaHa lxayr.
   kayfa Haalukunna?
   hal antunna mumarriḍaatun 'amriikiyyaatun 'am muraasilaatun suuriyyaatun?
   hal 'uulaa'ika musaa9idaatukunna? min 'ayna hunna?
   hal baytukunna ba9iidun min maqarrikunna?
   hal ṣayyaaṛaatukunna ma9akunna l'aana?
   hal haa'ulaa'i ṛa'iisaatukunna?
   hal hunna 9iraaqiyyaatun 'am miṣriyyaatun?
   hal 'uulaa'ika lmuwaḍḍafaatu lliibiyyaatu ṣadiiqaatukunna?

4. hal haa'ulaa'i ṣṣuHufiyyaatu l'amriikiyyaatu ṣadiiqaatukunna?
   hal 'ustaadaatukunna lmiṣriyyaatu fii ṣaffi llúḡati l9aṛabiyyati?
   hal haa'uulaa'i mu9allimaatu lluḡati tturkiyyati 'ami l'ingiliiziyyati?
   ṡukran.

5. maṛHaban.
   kayfa Haalukum?
   hal fii maqarri lHukuumati lmiṣriyyati muraasiluuna suuriyyuuna?
   hal fii 9aaṣimati ssuudaani ṣuHufiyyuuna miṣriyyuuna?
   hal manduubuu l'idaa9ati l'amriikiyyati huna l'aana?
   *hal muraasiluu ṣṣuHufi fi maktabi ṛa'iisi jjumhuuriyyati lyawma?
   hal luḡatu 'idaa9ati London hiya lluḡatu l9aṛabiyyatu?
   man haa'ulaa'i lmuraasilaatu?
   hal hunna suuriyyaatun 'am liibiyyaatun?
   ayna lmuraasilaatu l'amriikiyyaatu? man ma9ahunna l'aana?
   ṡukṛan. assalaamu 9alaykum.

---

*ṣuHuf = newspapers.

6. ṣabaaHu lxayr.
kayfa Haalukum?
hali lqaa'idu fii maktabihi l'aana?
ayna makatabuhu?
hal ma9ahu musaa9iduuna?
hal 9indahu sayyaaṛatun waaHidatun?
hali lmuraasiluuna wa ṣṣuHufiyyuuna fii maktabi lqaa'idi lyawma?
hali ṣṣuHufiyyuuna min madiinati bayruuta 'am min ṣan9aa'a?
hal tilka musaa9idatu lqaa'idi jjadiidatu?
hali lqaa'idu ḍaabitun qadiirun?
assalaamu 9alaykum.

7. Paraphrase the sentences given below using the following examples as models:

(a) almuraasiluuna mina l9iraaqi.⟶almuraasiluuna 9iraaqiyyuuna.
(b) almuraasiluuna ma9a ṣuHufiyyiina mina l9iraaqi.⟶almuraasiluuna ma9a ṣṣuHufiyyiina l9iraaqiyyiina.
(c) hunna min misra.⟶hunna miṣriyyaatun.
hunna ma9a muraasilaatin mina l9iraaqi.⟶hunna ma9a muraasilaatin 9iraaqiyyaatin.
(d) qaahirun muwaḍḍafun fii jariidati l'ahṛaami.⟶qaahirun manduubu (muraasilu) jariidati l'ahṛaami.

najiibatu muwaḍḍafatun fii jariidati l-Washington Post.
ra'iisu lmadrasati jjadiidu ma9a mumarriḍaatin mina ssuudaani.
ṛa'iisu l'iḍaa9ati ssuuriyyati ma9a manduubaatin min miṣra.
almumarriḍuuna l9iraaqiyyuuna fii maktabi l9aqiidi ma9a mumarriḍiina min libyaa.
samiiratu muwaḍḍafatun fii jariidatin miṣriyyatin.
anaa min turkiyaa. ma9ii musaa9idaatun min 'amriikaa.
ṣadiiquka mina lyamani. ma9ahu mu9allimaatun mina lyamani 'ayḍan.

8. To each of the following words add all the members of its family that you can remember, then use each member in a sentence:

mumarriḍaat	muwaḍḍafuuna
miṣriyyaat	9iraaqiyyuuna
iḍaa9a(t)	alqaahira(t)

Free Oral Expression

حديث حـــــر

1. A asks questions using the cues on the left. B answers using the cues on the right. The subject is: amriikiyyuuna wa 'amriikiyyaatun fi lqaahirati.

A	B
masaa'a lxayr.	
amriikiyyuuna, haa'ulaa'i	na9am
mu9allimuuna, miṣriyy	muwaḍḍafuuna
ṛa'iisuhum, man	saliim, ḳadiir, ma9ṛuuf
maktabuhum, ayna	qariib, maqarr, jariidatu l'ahṛaami
amriikiyyaat, ayḍan, haa'ulaa'i	na9am
muwaḍḍafaat, alHukuumatu lmiṣriyyatu	ṣuHufiyyaat
muraasila(t), ma9ahunna, New York Times	maktabu ṛa'iisi ljumhuuriyyati, al'aana
ṡukṛan	
assalaamu 9alaykum	

2. A asks questions using words or combination of words selected at random from the following list. B answers using the words in the list or any of the words which he has learned. The subject is: muraasiluuna wa muraasilaatun.

muraasil - muraasiluuna	amriikiyy	jadiid	alyawma	am	assalaamu 9alaykum.
muraasila(t) - muraasilaat	amriikiyya(t)	qadiim	al'aana	hal	sabaaHa lxayr.
manduub - manduubuuna	9iraaqiyy	haamm	ayḍan	maa	maṛHaban.
manduuba(t) - manduubaat	9iraaqiyya(t)	ṭawiil	hunaa	man	
ṣuHufiyy - ṣuHufiyyuuna	liibiyy	qaṣiir	hunaaka	ayna	
ṣuHufiyya(t) - ṣuHufiyyaat	liibiyya(t)	ḍaa'ib		fii	
Hukuuma(t)	miṣriyy	xaaṣṣ		9alaa	
xabaṛ	miṣriyya(t)	madaniyy		ma9a	
jariidatu l'ahṛaami	suudaaniyy	9askariyy		min	
jariidatu lHayaati	suudaaniyya(t)	jamiil		haaḍaa	
alqaahira(t)		diimuqraaṭiyy		haaḍihi	
maqarr		jumhuuriyy		tilka	
muwaḍḍaf - muwaḍḍafuuna		ba9iid		ḍaalika	
muwaḍḍafa(t) - muwaḍḍafaat		qariib		haa'ulaa'i	
musaa9id - musaa9iduuna		qadiir		uulaa'ika	
musaa9ida(t) - musaa9idaat		ma9ṛuuf			
		maśhuuṛ			

Questions on the Comprehension Drills أسئلة على تمرين الاستماع

(1) hal 'amriikaa mamlakatun 'am jumhuuriyyatun?

(2) ayna maqarru lHukuumati l'amriikiyyati?

(3) hal maqarru manduubii l'iɗaa9ati wa ṣṣuHufiyyiina huwa San Francisco?

(4) hal Washington madiinatun kabiiratun?

(5) hal fi l9aaṣimati l'amriikiyyati muraasilaatun miṣriyyaatun?

Reading and Writing — القراءة والكتابـــة

As assigned in the schedule.

Lesson 14

New Features in the Presentation Drills

1. (a) Non-human plural nouns.

(b) Non-human plural nouns in various environments; feminine singular adjectives as modifiers for such nouns.

2. (a) Agreement of singular and plural forms with masculine human nouns and modifying adjectives; introduction of broken plural forms in adjectives when modifying masculine plural nouns.

(b) Same as 2.(a), but with different sentence types.

3. (a) Drill on feminine singular adjectives as modifiers of plural non-human nouns.

(b) The use of the feminine singular form of words whenever they refer to or modify a non-human plural noun.

4. (a) Use of feminine plural suffix -aat with adjectives modifying human feminine plural nouns.

(b) Contrast between the feature of 4.(a) and the use of feminine singular adjectives to modify non-human plural nouns.

(c) Drill on the features discussed in 4.(a) and (b).

5. Contrast between the forms of adjectives which modify human plural nouns and those (feminine singular) which modify non-human plural nouns.

6. (a) The numerals 3-10 (in feminine singular form) and their use as the first member of a genitive construct which contains non-human plurals.

(b) The numerals 3-10 and their use (1) in masculine singular form when referring to feminine human plural nouns, and (2) in feminine singular form when referring to masculine human plural nouns.

(c) Same as 6.(b) but dealing with the sound masculine plural suffix -iina in addition to the -in suffix.

(d) Numeral-noun construct phrases in the genitive case.

7. Drill on the new features, plus the vocabulary items
مدرس ، جامعة ، كثير .

8. Drill.

9. Drill.

10. Drill.

11. Drill.

12. Drill.

Lesson 14

Presentation Drills — الشرح :

1. a.
ayna l'ustaadu?	ayna l'asaatidatu?
ayna lmu9allimu?	ayna lmu9allimuuna?
ayna lkitaabu?	ayna lkutubu?
ayna lqalamu?	ayna l'aqlaamu?
ayna lbaytu?	ayna lbuyuutu?
ayna lmu9askaṛu?	ayna lmu9askaṛaatu?

b.
kutubii fi lmadrasati.	hal kutubuka fi lmadrasati?
aqlaamuhaa fi lmaktabi.	hal 'aqlaamuhaa fi lmaktabi?
albuyuutu qariibatun min hunaa.	hali lbuyuutu qariibatun min hunaa?
almu9askaṛaatu ti lmadiinati.	hali lmu9askaṛaatu fi lmadiinati?

2. a.
haada lmanduubu 'amriikiyyun.	haa'ulaa'i lmanduubuuna 'amriikiyyuuna.
haada lmusaa9idu 'urduniyyun.	haa'ulaa'i lmusaa9iduuna 'urduniyyuuna.
haada ṣṣuHufiyyu qadiirun.	haa'ulaa'i ṣṣuHufiyyuuna qadiiruuna.
haada lmanduubu maśhuuṛun.	haa'ulaa'i lmanduubuuna maśhuuṛuuna.
haada lmumarriḍu jadiidun.	haa'ulaa'i lmumarriḍuuna judadun.

b.
hali lmanduubuuna 'amriikiyyuuna?	laa. hum suudaaniyyuuna.
hali lmusaa9iduuna 'urduniyyuuna?	na9am. hum 'urduniyyuuna.
hali ṣṣuHufiyyuuna qadiiruuna?	na9am. wa hum maśhuuṛuuna 'ayḍan.
hali lmanduubuuna maśhuuṛuuna?	na9am. hum maśhuuṛuuna fii liḅyaa.
hali lmumarriḍuuna judadun?	na9am. hum judadun.

3. a.
haada lkitaabu jadiidun.	haadihi lkutubu jadiidatun.
haada lmu9askaṛu 'amriikiyyun.	haadihi lmu9askaṛaatu 'amriikiyyatun.
haada lmu9askaṛu maśhuuṛun.	haadihi lmu9askaṛaatu maśhuuṛatun.
haada lqalamu jadiidun.	haadihi l'aqlaamu jadiidatun.
haada lbaytu jadiidun.	haadihi lbuyuutu jadiidatun.
haada lmu9askaṛu 'urduniyyun.	haadihi lmu9askaṛaatu 'urduniyyatun.

b. min 'ayna haa'ulaa'i lmanduubuuna? hal hum maŝhuuṛuuna?
hal haadihi kutubuka? hal 'aqlaamuka ṭawiilatun 'am qaṣiiratun?
hal hiya 9ala ṭṭaawilati?
hal musaa9iduu l'ustaadi judadun fii haadihi lmadrasati?
hal kutubu najiibin jadiidatun?
hal buyuutunaa kabiiratun? hal hiya jadiidatun?
hal fii haadihi lmadiinati mu9askaṛaatun 'amriikiyyatun?
ayna hiya?

4. a. haadihi mumarriḍatun qadiiratun. haa'ulaa'i mumarriḍaatun qadiiraatun.
haadihi 'ustaadatun maŝhuuṛatun. haa'ulaa'i 'ustaadaatun maŝhuuṛaatun.
haadihi muraasilatun ma9ṛuufatun. haa'ulaa'i muraasilaatun ma9ṛuufaatun.
haadihi ṭaalibatun 'urduniyyatun. haa'ulaa'i ṭaalibaatun 'urduniyyaatun.
haadihi tilmiidatun jamiilatun. haa'ulaa'i tilmiidaatun jamiilaatun.
haadihi muwaḍḍafatun jadiidatun. haa'ulaa'i muwaḍḍafaatun jadiidaatun.

b. haadihi ṭaawilatun jadiidatun. haadihi ṭaawilaatun jadiidatun.
haadihi maktabatun jadiidatun. haadihi maktabaatun jadiidatun.
haadihi sayyaaṛatun jamiilatun. haadihi sayyaaṛaatun jamiilatun.
haadihi sabbuuṛatun jadiidatun. haadihi sabbuuṛaatun jadiidatun.
haadihi luġatun jamiilatun. haadihi luġaatun jamiilatun.
haadihi saa9atun jadiidatun. haadihi saa9aatun jadiidatun.

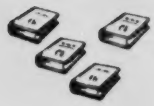
c. hal mumarriḍaatu lmu9askari ma9ṛuufaatun? hal haadihi sayyaaṛaatuhunna?
min 'ayna haa'ulaa'i ṭṭaalibaatu? hal hunna jadiidaatun hunaa?
hal fii haadihi lmadrasati sabbuuṛaatun jadiidatun?
mu9allimaatii jamiilaatun. hal mu9allimaatuka jamiilaatun 'ayḍan?
hal saa9aatunaa jamiilatun?

5. al'asaatidatu judadun. alkutubu jadiidatun.
almanduubuuna maŝhuuṛuuna. alkutubu maŝhuuṛatun.
aṣṣuHufiyyuuna ma9ṛuufuuna. almu9askaṛaatu ma9ṛuufatun.
almuraasilaatu 'amriikiyyaatun. assayyaaṛaatu 'amriikiyyatun.
almuwaḍḍafaatu jamiilaatun. albuyuutu jamiilatun.

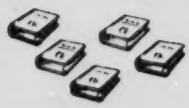
6. a. 9indii kitaabun waaHidun.

9indii Θalaa Θatu kutubin.

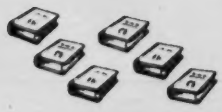
9indii 'arba9atu kutubin.



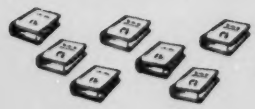
9indii xamsatu kutubin.



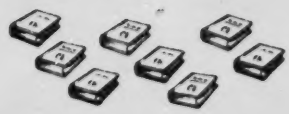
9indii sittatu kutubin.



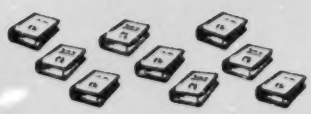
9indii sab9atu kutubin.



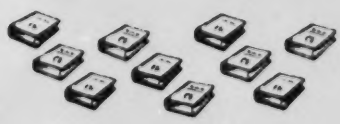
9indii Θamaaniyatu kutubin.



9indii tis9atu kutubin.



9indii 9aŝratu kutubin.



L-14

(Repeat the exercise with qalam and bayt)

b. 9indii ṭaalibun waaHidun. 9indii ṭaalibatun waaHidatun.

9indii θalaaθatu ṭullaabin. 9indii θalaaθu ṭaalibaatin.
9indii 'aṛba9atu ṭullaabin. 9indii 'aṛba9u ṭaalibaatin.
9indii xamsatu ṭullaabin. 9indii xamsu ṭaalibaatin.
9indii sittatu ṭullaabin. 9indii sittu ṭaalibaatin.
9indii sab9atu ṭullaabin. 9indii sab9u ṭaalibaatin.
9indii θamaaniyatu ṭullaabin. 9indii θamaanii ṭaalibaatin.
9indii tis9atu ṭullaabin. 9indii tis9u ṭaalibaatin.
9indii 9aṣṛatu ṭullaabin. 9indii 9aṣaṛu ṭaalibaatin.

c. fi lmadrasati θalaaθatu mu9allimiina. fi lmadrasati θalaaθu mu9allimaatin.
fi lmadrasati 'aṛba9atu mu9allimiina. fi lmadrasati 'aṛba9u mu9allimaatin.
.....

(Repeat the exercise using ṣuHufiyy, muwaḍḍaf, muraasil).

d. al'ustaadu ma9a ṭaalibin waaHidin. al'ustaadu ma9a ṭaalibatin waaHidatin.

al'ustaadu ma9a θalaaθati ṭullaabin. al'ustaadu ma9a θalaaθi ṭaalibaatin.

al'ustaadu ma9a 'aṛba9ati ṭullaabin. al'ustaadu ma9a 'aṛba9i ṭaalibaatin.

.....

7. jaami9atu Harvard maŝhuuṛatun fii 'amriika, wa jaami9atu Stanford maŝhuuṛatun 'ayḍan.
ayna jaami9atu Utah? wa jaami9atu Princeton?
fii madiinati Washington ϴalaaϴu jaami9aatin.

hal fii miṣra jaami9atun waaHidatun? laa. fiihaa jaami9aatun kaϴiiratun.
fii haaḍihi lmadrasati mu9allimuuna kaϴiiruuna wa mu9allimaatun qaliilaatun.
hal ṭullaabu haaḍihi lmadrasati kaϴiiruuna? hal fiihaa ṭaalibaatun qaliilaatun?
hal 9indaka kutubun kaϴiiṛatun?
hal fii haaḍihi lmadiinati sayyaaṛaatun kaϴiiṛatun?

anaa mu9allimun. = anaa mudarrisun.
ṣadiiqatii mudarrisatun hunaa.
mudarrisatu lluġati l9aṛabiyyati jamiilatun.
fii haaḍihi lmadrasati mudarrisuuna kaϴiiruuna mina l9iraaqi, wa mudarrisaatun kaϴiiṛaatun min turkiyaa.

*8. Teacher: haaḍaa 'ustaaḍun maŝhuuṛun, wa haaḍa lkitaabu jjaḍiidu kitaabuhu.
Student: haa'ulaa'i 'asaatiḍatun maŝhuuṛuuna, wa haaḍihi lkutubu jjaḍiidatu kutubuhum.

haaḍaa ṭaalibun jaḍiidun, wa haaḍa lqalamu ṭṭawiilu qalamuhu.
haaḍihi muwaḍḍafatun miṣriyyatun, wa haaḍihi lmusaa9idatu l'urduniyyatu musaa9idatuhaa.
ḍaalika ṣuHufiyyun 'amriikiyyun, wa haaḍihi ssayyaaṛatu ṣṣaġiiratu sayyaaṛatuhu.
tilka mumarriḍatun suudaaniyyatun, wa haaḍa lbaytu jjamiilu baytuhaa.

*9. haaḍaa kitaabun waaHidun.
qalam, xamsatun, tilmiiḍatun, waaHid, ustaaḍ, ϴalaaϴatun, ṣuHufiyyatun, aṛba9atun, mumarriḍ, ustaaḍatun, sittatun, sab9atun, kitaab, ϴamaaniyatun, sayyaaṛatun, buyuut, tis9atun, manduub, manduubatun, ṭaawilatun, 9aŝṛatun

*10. al'ustaaḍu ma9a tilmiiḍin waaHidin.
muraasil, xamsatun, tilmiiḍatun, waaHid, ṣuHufiyy, ϴalaaϴatun, ṣuHufiyyatun, aṛba9atun, mumarriḍ, ustaaḍatun, sittatun, sab9atun, muwaḍḍaf, ϴamaaniyatun, tis9atun, 9aŝṛatun

*11. For each blank in the sentences below, select the most appropriate word from the following list, and adjust the form of the word to fit the context:

qadiir, mudarris, urduniyy, maŝhuuṛ, muraasil, jaami9a(t), mu9askaṛ, jadiid, kaθiir

haa'ulaa'i hum _____ llugati l9aṛabiyyati fii haadihi lmadrasati.
fii haadihi lmadiinati θalaaθatu _____, qaa'iduhaa 9aqiidun ma9ṛuufun.
hal fii haadihi lmadiinati jaami9atun waaHidatun? laa. fiihaa _____ _____.
haa'ulaa'i lmudarrisaatu jadiidaatun, wa 'uulaa'ika lmudarrisuuna _____ 'aydan.

*12. Use each of the following words in a complete sentence:

kaθiiṛa(t), lugaat, mudarrisa(t), qadiiruun, urduniyyaat

Dialogue — المحادثـــة

A. hal haadihi jjaami9atu jadiidatun? — ا ـ هَلْ هٰذِهِ الجامعةُ جَدِيدَةٌ ؟

B. na9am. hiya jaami9atun jadiidatun. — ب ـ نَعَمْ هِيَ جامِعَةٌ جَدِيدَةٌ

A. kam mudarrisatan jadiidatan fiihaa? — ا ـ كَمْ مُدَرِّسَةً جَدِيدَةً فِيهَا ؟

B. fiihaa sab9u mudarrisaatin jadiidaatin — ب ـ فِيهَا سَبْعُ مُدَرِّسَاتٍ جَدِيدَاتٍ .

A. hal fii haadihi lmadiinati jaami9aatun kaθiiṛatun? — ا ـ هَلْ فِي هٰذِهِ الْمَدِينَةِ جَامِعَاتٌ كَثِيرَةٌ ؟

B. na9am. wa fi jjaami9aati ṭullaabun kaθiiruuna. — ب ـ نَعَمْ . وَفِي الجَامِعَاتِ طُلَّابٌ كَثِيرُونَ .

A. hal fi jjaami9aati 'ustaadaatun? — ا ـ هَلْ فِي الجَامِعَاتِ أُسْتَاذَاتٌ ؟

B. na9am. fiihaa 'ustaadaatun kaθiiṛaatun. — ب ـ نَعَمْ . فِيهَا أُسْتَاذَاتٌ كَثِيرَاتٌ .

Questions on the Dialogue — أسئلة على المحادثـــة

hal fii haadihi lmadiinati jaami9atun waaHidatun? hal fiihaa jaami9aatun jadiidatun?

hal fi jjaami9aati mudarrisaatun?

hal fi jjaami9aati 'ustaadaatun?

hali ṭṭullaabu kaθiiruuna fii haadihi jjaami9aati?

Vocabulary List	المفردات	
aqlaam (singular: qalam)	أَقْلاَم (المفرد : قَلَم)	pencils, pens
buyuut (singular:bayt)	بُيُوت (المفرد : بَيْت)	houses
jaami9a(t) (plural: jaami9aat)	جَامِعَة (الجمع: جَامِعَات)	university
judad (singular:jadiid)	جُدَد (المفرد : جَدِيد)	new (M)
jadiidaat (singular: jadiida(t))	جَدِيدَات (المفرد : جَدِيدَة)	new (F)
jamiilaat (singular: jamiila(t))	جَمِيلَات (المفرد : جَمِيلَة)	pretty, beautiful (F)
qaliil	قَلِيل	few, little (M.S.)
qaliila(t) (plural: qaliilaat)	قَلِيلَة (الجمع : قَلِيلَات)	few, little (F)
kaΘiir (plural: kaΘiiruuna)	كَثِير (الجمع : كَثِيرُونَ)	many, a lot (M)
kaΘiiṛa(t) (plural: kaΘiiṛaat)	كَثِيرَة (الجمع: كَثِيرَات)	many, a lot (F)
kutub (singular: kitaab)	كُتُب (المفرد : كِتَاب)	books
luġaat (singular: luġa(t))	لُغَات (المفرد : لُغَة)	languages
maŝhuuṛuuna (singular: maŝhuuṛ)	مَشْهُورُون (المفرد : مَشْهُور)	famous (M)
maŝhuuṛaat (singular: maŝhuuṛa(t))	مَشْهُورَات (المفرد : مَشْهُورَة)	famous (F)
ma9ṛuufuuna (singular: ma9ṛuuf)	مَعْرُوفُونَ (المفرد : مَعْرُوف)	well-known (M)
ma9ṛuufaat (singular: ma9ṛuufa(t))	مَعْرُوفَات (المفرد : مَعْرُوفَة)	well-known (F)

min	مِـــنْ	from, of (from among, part of)
mudarris (plural: mudarrisuuna)	مُدَرِّس (الجمع: مُدَرِّسُونَ)	instructor, teacher (M) not professor
mudarrisa(t) (plural: mudarrisaat)	مُدَرِّسَة (الجمع: مُدَرِّسَات)	instructor, teacher (F)
mu9askaṛaat (singular: mu9askaṛ)	مُعَسْكَرَات (المفرد: مُعَسْكَر)	camps
qadiiruuna (singular: qadiir)	قَدِيرُونَ (المفرد: قَدِير)	capable (M)
qadiiṛaat (singular: qadiiṛa(t))	قَدِيرات (المفرد: قَدِيرَة)	capable (F)
saa9aat (singular: saa9a(t))	سَاعَات (المفرد: سَاعَة)	watches
urduniyyuuna (singular: urduniyy)	أُرْدُنِيُّونَ (المفرد: أُرْدُنِيّ)	Jordanians, Jordanian (M)
urduniyyaat (singular: urduniyya(t))	أُرْدُنِيَّات (المفرد: أُرْدُنِيَّة)	Jordanians, Jordanian (F)

The cardinal forms of the numerals 3-10

See the grammatical notes.

Grammatical Notes — القـــواعد

A. Non-human plural nouns

In Arabic, a plural noun which refers to non-human things behaves grammatically like a feminine singular noun. This holds true whether the corresponding singular noun is masculine or feminine. Thus adjectives and demonstratives which refer to non-human plural nouns are always in the feminine singular:

haadaa mu9allimun jadiidun.	'This is a new teacher.'
haa'ulaa'i mu9allimuuna judadun.	'These are new teachers.'
haadihi kutubun jadiidatun.	'These are new books.'
haadihi saa9aatun jadiidatun.	'These are new watches.'

B. The cardinal forms of the numerals 3-10

The following are the forms for the cardinal numerals 3-10:

The masculine forms	The feminine forms	
θalaaθ	θalaaθa(t)	'three'
aṛba9	aṛba9a(t)	'four'
xams	xamsa(t)	'five'
sitt	sitta(t)	'six'
sab9	sab9a(t)	'seven'
θamaanii (nominative and genitive), θamaaniya (accusative)	θamaaniya(t)	'eight'
tis9	tis9a(t)	'nine'
9aśaṛ	9aśṛa(t)	'ten'

There are five points to remember concerning the use of the forms listed above:

(1) As used in this lesson, the counted noun is plural and indefinite.
(2) The numeral is in construct with the counted noun.
(3) The function of the numeral determines the case marker which it receives. Thus if the numeral is the subject of the sentence, it receives the nominative case marker; if it follows a preposition, it receives the genitive case marker; etc.

(4) If the counted noun is masculine in its singular form, the numeral is feminine. If the counted noun is feminine in its singular form, the numeral is masculine.

The following are examples:

fi lmadrasati θalaaθatu ṭullaabin wa θalaaθu ṭaalibaatin.	'There are three male students and three female students in the school.'
fii haadihi lmadiinati xamsatu mu9askaṛaatin.	'There are five camps in this city.'
al'ustaadu ma9a sitti ṭaalibaatin.	'The professor is with six (female) students.'

(5) When without the definite article and not in construct with a following noun, the forms for the cardinal numerals 3-10 are nunated. The nunated form corresponding to θamaanii is θamaanin.

kam tilmiidatan 9indaka?	'How many (female) students do you have?'
θalaaθun (aṛba9un, xamsun, sittun, sab9un, θamaanin, tis9un, 9aśaṛun).	'Three (Four, Five, Six, Seven, Eight, Nine, Ten).'
kam tilmiidan 9indaka?	'How many (male) students do you have?'
θalaaθatun (aṛba9atun, xamsatun, sittatun, sab9atun, θamaaniyatun, tis9atun, 9aśṛatun).	'Three (Four, Five, Six, Seven, Eight, Nine, Ten).'

Pattern Drills

تمارين محدّدة الأجابة

1. miθaal

hal haadihi jaami9atun jadiidatun? na9am. tilka jaami9atun jadiidatun.

hal haadihi madiinatun kabiiratun?
hal haadihi Hukuumatun 9askariyyatun?
hal haadihi ṭaawilaatun ṭawiilatun?
hal haadihi luġatun jadiidatun?
hal haadihi buyuutun jamiilatun?
hal haadihi jaami9aatun jadiidatun?
hal haadihi saa9aatun jamiilatun?
hal haadihi 9aaṣimatun ma9ṛuufatun?
hal haadihi jaami9aatun ma9ṛuufatun?

2. miθaal

kam mudarrisatan jadiidatan fi lmadrasati? sab9u — fiihaa sab9u mudarrisaatin jadiidaatin.

kam jaami9atan fii haadihi lmadiinati? θalaaθu
kam mudarrisan qadiiran 9indakum? xamsatu
kam mu9askaran fi l'urduni? arba9atu
kam qalaman 9inda lmudarrisi? sittatu
kam mudarrisatan fii haadihi jjaami9ati? θamaanii
kam jaami9atan fii miṣra? sittu
kam mumarriḍatan jamiilatan fi lmadrasati? sab9u
kam 'ustaadatan ma9ṛuufatan fii jaami9atikunna? θalaaθu
kam ṭaalibatan 'urduniyyatan ma9akumu l'aana? 9aśaṛu
kam mu9alliman qadiiran hunaaka? sittatu
kam baytan 9indahu? θalaaθatu

3. mi0aal

jaami9atun — jaami9atunaa mina jjaami9aati jjadiidati.

bayt — baytunaa mina lbuyuuti jjadiidati.

jaami9atun	sabuuṛatun
kitaab	maktabatun
qalam	
sayyaaṛatun	
ṭaawilatun	
saa9atun	

4. mi0aal

hal fii haadihi lmadiinati jaami9aatun kaθiiratun? — na9am. fii haadihi lmadiinati jaami9aatun kaθiiratun.

hal hunaa buyuutun jadiidatun?
hal hunaaka saa9aatun jamiilatun?
hal fi ṣṣaffi ṭaawilaatun kabiiratun?
hal fii 'amriikaa luġaatun kaθiiratun?
hal ma9aka 'aqlaamun ṭawiilatun?
hal ma9a ṭṭullaabi kutubun jadiidatun?
hal fii baġdaada buyuutun jamiilatun?
hal fii 'amriikaa mu9askaṛaatun kaθiiratun?
hal fi lmadrasati sayyaaṛaatun kaθiiratun?
hal fi lqaa9idati ṭaa'iraatun jadiidatun?

5. miθaal

hal fi jjaami9aati 'ustaaḍaatun kaθiiraatun? — na9am. fi jjaami9aati 'ustaaḍaatun kaθiiraatun.

hal fii madrasatikum ṭullaabun kaθiiruuna?
hal fii madiinatika mu9allimuuna ma9ṛuufunna?
hal fii mu9askarihim mudarrisaatun jadiidaatun?
hal fii Washington 'urduniyyuuna kaθiiruuna?
hal 9indakum ṭaalibaatun jamiilaatun?
hal fii 9aaṣimati miṣra muraasilaatun 9iraaqiyyaatun?
hal ma9anaa mudarrisaatun qadiiraatun?
hal fi jjaami9ati 'asaatiḍatun judadun?
hal fi lqaa9idati quwwaadun judadun?
hal fi lmaqarri mumarriḍaatun jadiidaatun?
hal fii jaybika 'aqlaamun qaṣiiratun?

6. miθaal

9indii θalaaθatu 'aqlaamin. arba9atu — 9indii 'arba9utu 'aqlaamin.

9indaka xamsatu kutubin. 9aśṛatu
9indanaa sittu ṭaawilaatin. tis9u
9indahaa 'arba9atu buyuutin. sab9atu
9indakum sab9u ṭaawilaatin. θamaanii
9indahum θamaanii sayyaaṛaatin. xamsu
9indahunna ṭaa'iratun waaHidatun. sittu
9indakunna 9aśṛatu 'aqlaamin. θamaaniyatu
9indii θalaaθu saa9aatin. 9aśaṛu
fi lmadrasati 9aśaṛu sabbuuṛaatin. xamsu

7. miθaal

ma9ii θalaaθatu 'asaatiḍatin. sab9atu — hal ma9aka sab9atu 'asaatiḍatin?

ma9ii 'arba9u mudarrisaatin. tis9u
ma9ahaa xamsatu ṭullaabin. θamaaniyatu
ma9akum sab9u ṭaalibaatin. 9aśaṛu
ma9ii 9aśṛatu mu9allimiina. xamsatu
ma9ahum sittu 'ustaaḍaatin. θalaaθu
ma9akunna θalaaθu ṣadiiqaatin. sittu
ma9ahunna xamsatu muraasiliina. 9aśṛatu
ma9a ṛṛa'iisi 'arba9u musaa9idaatin. sab9u
ma9anaa l'aana sab9atu miṣriyyiina. arba9atu
fii baytihim sittu mudarrisaatin. θamaanii

Free Selection Drills

تمارين متعددة الإجابة

1. marḥaban.
kayfa Haaluki?
hal 'anti jamiilatu 'am samiiratu?
man hiya ṣadiiqatuki? hal hiya fii baytiki 'am fii baytiha l'aana?
hal jaami9atuki fii haadihi lmadiinati? kam jaami9tan fii haadihi lmadiinati?
hal 'anti ṭaalibatun fii ṣaffi lluġati l9arabiyyati? kam ṭaaliban ma9aki fi ṣṣaffi?
hal mindiiluki fii jaybiki?
šukran, ma9a ssalaamah.

2. ṣabaaHa lxayr.
kayfa Haaluka?
hal 'anta saliimun 'am fariidun? min 'ayna 'anta?
hal 'anta 'ustaadun fii haadihi jjaami9ati? kam 'ustaadatan fiihaa?
hal 'anta 'ustaadu lluġati l9arabiyyati?
kam mudarrisatan 9arabiyyatan ma9aka fi jjaami9ati?
hal ṭullaabu ṣaffika wa ṭaalibaatuhu kaθiiruuna? ayna humu l'aana?
hal jaami9atuka mašhuuratun? hal hiya xaaṣṣatun? hal fii haadihi lmadiinati jaami9aatun ṣaġiiratun?
assalaamu 9alaykum.

3. masaa'a lxayr.
kayfa Haalukum?
hal 'antum mudarrisuuna 'am ṭullaabun?
hal 'antum 'asaatiḍatun fii jaami9atin waaHidatin? kam 'ustaadan 'antum?
hal ma9akum 'ustaadaatun kaθiiraatun? kam hunna?
hal 'antum suudaaniyyuuna 'am mina l9iraaqi?
hal tilka sayyaaraatukum? hal hiya sayyaaraatun 'amriikiyyatun?
šukran. assalaamu 9alaykum.

4. marḥaban.
kayfa Haalukunna? min 'ayna 'antunna?
hal 'antunna mudarrisaatun jadiidaatun fii jaami9ati baġdaada?
hal 'antunna mu9allimaatu lluġaci l9arabiyyati 'ami lluġati l'ingiliiziyyati?
hal buyuutukunna fi lmadiinati jjaami9iyyati? hali lbuyuutu fiihaa jamiilatun?
hal sayyaaraatukunna fi lbayti 'am fi jjaami9ati? hal hiya sayyaaraatun jamiilatun?
hal 9indakunna ṭaalibaatun kaθiiraatun? kam hunna?

5. ṣabaaHa lxayr.
kayfa Haaluka?
hal 'anta jadiidun fii haadihi lmadiinati?
kam ṭaaliban 'amriikiyyan ma9aka? wa kam ṭaalibatan?
hal 'anta min libyaa 'am mina lyamani? kam yamaniyyan hunaa?
hal 'anta ṭaalibun 'am mudarrisun hunaa? hal fii 'amriikaa mudarrisaatun 'urduniyyaatun kaθiiraatun? kam minhunna fii haadihi lmadrasati?
hal 9indaka sayyaaraṭun jadiidatun?
hal sayyaaraaṭu ṭullaabi ṣaffika jadiidatun 'am qadiimatun?
ayna kutubii?
šukran. assalaamu 9alaykum.

6. marHaban.
kayfa Haalukum?
min 'ayna 'antum?
hal 'antum mudarrisuuna judadun fii madrasati llu9aati?
hal ṣaffu llu9ati l9arabiyyati kabiirun? kam ṭaaliban fiihi? wa kam ṭaalibatan?
hal haa'ulaa'i mu9allimaatun 'am ṭaalibaatun? kam mu9allimatan hunaa?
hal buyuutukum kabiiratun?
man daalika l9aqiidu ṭṭawiilu? hal huwa min libyaa? kam ḍaabiṭan min libyaa hunaa?

7. min 'ayna 'asaatiḍatuka? hal hum ma9ruufuuna hunaa? hal kutubuhum mašhuuratun fii 'amriikaa?
ayna 'ustaadu najiibin? hal haadaa huwa l'ustaadu? min 'ayna huwa? hal huwa 'ustaadun qadiirun?
hal haadihi lmadrasatu qariibatun min mu9askarin? kam mu9askaran fii haadihi lmadiinati? hal hiya mu9askaraatun kabiiratun? hal hiya jadiidatun? ayna mu9askaru Ord? hal haada l9aqiidu min hunaaka? kam ḍaabiṭan fi lmu9askari?

8. hal xariiṭatu l9iraaqi qariibatun mina ššubbaaki? ayna baġdaadu 9ala lxariiṭati? kam jaami9atan fi l9iraaqi? hal fiihi jaami9aatun 'amriikiyyatun?

finjaanu man haadaa? wa kutubu man haadihi?
hal ma9aka saa9atun? hal ma9a samiirata saa9atun? hal saa9atuhaa 'amriikiyyatun? hali ssaa9aatu l'amriikiyyatu jamiilatun?
kam mudarrisatan 'amriikiyyatan hunaa? hal hunna jamiilaatun? hal hunna qadiiraatun?
šukran. assalaamu 9alaykum.

9. Paraphrase the sentences given below using the following examples as models:

(a) huwa mina l'urduni ⟶ huwa 'urduniyyun.

(b) haada l'ustaadu qadiirun wa daaka l'ustaadu qadiirun wa tilka l'ustaadatu qadiiratun ⟶ al'asaatidatu qadiiruuna.

almuraasilaatu min libyaa.
haada ḍḍaabiṭu ma9ṛuufun, wa daaka ḍḍaabiṭu ma9ṛuufun, wa daalika ḍḍaabiṭu ma9ṛuufun.
ṣadiiqaatii mina l'urduni, wa 'asaatidatii mina l'urduni 'ayḍan.
fariidatu mina l9iraaqi, wa najiibun mina l9iraaqi 'ayḍan.
almuwaḍḍafuuna min miṣra.
fariidatu jamiilatun, wa samiiratu jamiilatun, wa najiibatu jamiilatun.
al'asaatidatu mina ssuudaani.
haada ṭṭaalibu jadiidun wa daaka ṭṭaalibu jadiidun wa daalika ṭṭaalibu jadiidun.
haada lbaytu jamiilun wa daaka lbaytu jamiilun wa daalika lbaytu jamiilun.
haada l9alamu ṭawiilun wa daaka lqalamu ṭawiilun wa daalika lqalamu ṭawiilun.
assayyaaṛaatu min 'amriikaa, wa ssaa9aatu min 'amriikaa 'ayḍan.
haada lmudarrisu ma9ṛuufun wa daaka lmudarrisu ma9ṛuufun wa tilka lmudarrisatu ma9ṛuufatun.
haada lmu9allimu jadiidun wa daaka lmu9allimu jadiidun wa tilka lmu9allimatu jadiidatun.
haadihi jjaami9atu maśhuuṛatun wa tilka jjaami9aatu maśhuuṛatun.

10. To each of the following words add all the members of its family which you can remember, then use each member in a sentence:

aqlaam	jaami9aatun	urduniyyaatun
mu9askaṛaat	jamiilaatun	liibiyyuuna
	maśhuuṛuuna	

Free Oral Expression

حديث حـــــــرّ

1. A asks questions using the cues on the left. B answers using the cues on the right. The subject is: ṭaalibun fii jaami9ati lqaahirati l'amriikiyyati

A	B
ṣadiiquka, suudaaniyy,	liibiyy
ṭaalib	na9am
jaami9atu lqaahirati	aljaami9atu l'amriikiyyatu
jaami9atun kabiiratun	maŝhuurṭ
ṭullaabun kaθiiruuna	wa, kaθiiṛaat
ṭaalibaat 9aṛabiyyaat, 'amriikiyyaat	kaθiiraat, qaliilaat
mudarrisuuna 'amriikiyyuuna	kaθiiruuna
mudarris, 9aṛabiyy, kam	tis9atu, sittu
aljaami9atu l'amriikiyyatu, ayna	qariib, jaami9atu lqaahirati
jaami9aatun kaθiiratun, alqaahira(t)	aṛba9u
jaami9aat, kabiiratun	na9am

2. A asks questions using words or combinations of words selected at random from the following list. B answers. The subject is: jaami9atu Utah wa ṭullaabuhaa.

ṭaalib	luġaat	libyaa	fariid	amriikiyy	haaḍaa	al'aana	ṯalaaṯatu
ṭaaliba(t)	saa9aat	alyaman	najiib	9aṛabiyy	ḍaaka	alyawma	aṛba9atu
mudarris	buyuut	al9iraaq	saliim	miṣriyy	ḍaalika		xamsatu....
mudarrisa(t)	kutub	amriikaa	samiira(t)	liibiyy	haa'ulaa'i		
mu9allim	aqlaam			suudaaniyy	uulaa'ika		
mu9allima(t)				9iraaqiyy	kam		
ustaaḍ				urduniyy	9ind		
ustaaḍa(t)				jadiid	man		
muwaḍḍaf				kabiir	min		
muwaḍḍafa(t)				ṣaġiir	ayna		
musaa9id				maṧhuuṛ	min 'ayna		
musaa9ida(t)				ma9ṛuuf	ma9a		
ṛa'iis				jamiil	fii		
				ṭawiil	9alaa		
				qaṣiir	hal		
				xaaṣṣ			
				qariib			
				ba9iid			

141

Questions on the Comprehension Drills

أسئلة على نص الاستماع

(1) kam jaami9atan kabiiratan fi lqaahirati?

(2) kam jaami9atan 'amriikiyyatan fi lqaahirati?

(3) hal jaami9atu lqaahirati kabiiratun? hal hiya maŝhuuṛatun?

(4) 'ayna saa9atu ljaami9ati?

(5) hal fi ljaami9ati l'amriikiyyati ṭullaabun 'urduniyyuuna?

Reading and Writing القراءة والكتابـــــة

As assigned in the schedule.

Lesson 15

New Features in the Presentation Drills

1. (a) The vocabulary items:

زعيم – وزير – ظريف

(b) The broken plural pattern /Fu9aLaa'/ as applied to various vocabulary items, both nouns and adjectives of masculine gender.

(c) A presentation of the feminine equivalent of various vocabulary items in 1.(a) and (b) and how they employ the feminine plural suffix -aat.

2. (a)(b) and (c) Presentation of the broken plural pattern Fu9aLaa' (as a plural for words of the pattern Fa9iiL), exemplified in isolated words.

3. (a) Drill on nouns and adjectives with the Fu9aLaa' pattern.

(b) Drill on the new vocabulary and various new features.

4. (a) The diptote suffix -u for words of the Fu9aLaa' pattern.

(b) The diptote genitive suffix -a for words of the Fu9aLaa' pattern, when indefinite, and -i for these words, when definite.

5. The vocabulary item اسم and its use; the proper names علي and شاكر .

6. Drill.

7. Drill.

8. Drill.

9. Drill.

Lesson 15

Presentation Drills

الشرح

1.a. huwa waziirun ma9ṛuufun fii Hukuumati John Doe.
hal huwa waziirun fii Hukuumati John Doe?

mani zza9iimu ddiimuqraaṭiyyu fi l-Congress?	azza9iimu ddiimuqraaṭiyyu huwa _____.
wa mani zza9iimu jjumhuuriyyu fi l-Congress?	azza9iimu jjumhuuriyyu huwa _____.
ṣadiiqii ḍariifun.	
hal ṣadiiquka ḍariifun 'aydan?	
hal Bob Hope ḍariifun?	

b. alkitaabu 9ala ṭṭaawilati.	alkutubu 9ala ṭṭaawilati.
aṭṭaalibu fi lmadrasati.	aṭṭullaabu fi lmadrasati.
aṛṛa'iisu fi lmaktabi.	aṛṛu'asaa'u fi lmaktabi
alwaziiru fii Washington.	alwuzaṛaa'u fii Washington.
azza9iimu hunaa.	azzu9amaa'u hunaa.
al9aṛiifu fi lmu9askari.	al9urafaa'u fi lmu9askari.
ayna ṭṭaalibu lqadiimu?	ayna ṭṭullaabu lqudama'u?
ayna ṭṭaalibu ḍḍariifu?	ayna ṭṭullaabu ḍḍurafaa'u?

c. haadihi ṛa'iisatii.	haa'ulaa'i ṛa'iisaatii.
haadihi waziiratun qadiiṛatun.	haa'ulaa'i waziiraatun qadiiṛaatun.
haadihi za9iimatun ma9ṛuufatun.	haa'ulaa'i za9iimaatun ma9ṛuufaatun.
haadihi muwaḍḍafatun qadiimatun.	haa'ulaa'i muwaḍḍafaatun qadiimaatun.
haadihi tilmiidatun ḍariifatun.	haa'ulaa'i tilmiidaatun ḍariifaatun.

2. a.

ṛa'iis	ṛu'asaa'
waziir	wuzaṛaa'
za9iim	zu9amaa'
9ariif	9uṛafaa'
qadiim	qudamaa'
ḍariif	ḍurafaa'

b.
ṛa-'ii-s
wa-zii-r
za-9ii-m
9a-rii-f
qa-dii-m
ḍa-rii-f

c.
ṛu-'a-saa'
wu-za-ṛaa'
zu-9a-maa'
9u-ṛa-faa'
qu-da-maa'
ḍu-ra-faa'

3. a.

alkitaabu hunaaka.	alkutubu hunaaka.
almudarrisu hunaaka.	almudarrisuuna hunaaka.
aṛṛa'iisu fi lmaktab.	_____ fi lmaktabi.
azza9iimu hunaa.	_____ hunaa.
al9ariifu min tuunisa.	_____ min tuunisa.
alwaziiru hunaaka.	_____ hunaaka.
al'ustaadu ḍariifun.	al'asaatidatu _____.
almuwaḍḍafu qadiimun.	almuwaḍḍafuuna _____.

b. man ṛa'iisu wuzaṛaa'i isṛaa'iila? wa man ṛa'iisu wuzaṛaa'i misṛa?
ayna lqaa9idatu l'amriikiyyatu? kam 9ariifan fiihaa?
hal zu9amaa'u libyaa qadiiruuna? wa zu9amaa'u miṣra?
ru'asaa'u miṣra wa tuunisa wa libyaa fii madiinati Washington.
hali lxabaṛu fi jjariidati lyawma?
man haa'ulaa'i lmuwaḍḍafuuna? hal humu lmuwaḍḍafuuna lqudamaa'u 'ami jjudadu?

4. a. antum ḍubbaatun. — antum wuzaraa'u.
hum ṭullaabun. — hum ɣu'asaa'u.
naHnu quwwaadun. — naHnu zu9amaa'u.
hum ḍubbaaṭun. — hum 9uṛafaa'u.
hum judadun. — hum qudamaa'u.
antum muwaḍḍafuuna judadun. — antum muwaḍḍafuuna qudamaa'u.

b. aṣṣuHufiyyu ma9a lwuzaṛaa'i lmiṣriyyiina. — aṣṣuHufiyyu ma9a wuzaṛaa'a miṣriyyiina.
aṣṣuHufiyyu ma9a ɣɣu'asaa'i ssuudaaniyyiina. — aṣṣuHufiyyu ma9a ɣu'asaa'a suudaaniyyiina.
almuraasilu ma9a l9uṛafaa'i l9iraaqiyyiina. — almuraasilu ma9a 9uṛafaa'a 9iraaqiyyiina.
aḍḍaabiṭu ma9a zzu9amaa'i l9iraaqiyyiina. — aḍḍaabiṭu ma9a zu9amaa'a 9iraaqiyyiina.
almusaa9idu ma9a lmuwaḍḍafiina lqudamaa'i. — almuraasilu ma9a muwaddafiina qudamaa'a.
ṣadiiqii ma9a lmuwaḍḍafiina ḍḍurafaa'i. — sadiiqii ma9a muwaddafiina ḍurafaa'a.

almanduubu ma9a wuzaṛaa'i miṣra.
almanduubatu ma9a ɣu'asaa'i jjaami9aati.
almuwaḍḍafu ma9a zu9amaa'i tuunisa.
al9aqiidu ma9a 9uṛafaa'i lqaa9idati.

5. mâ smuka? — ismii fariidun.
ma smu ṣadiiqatika? — ismuhaa samiiratu.
hali smuki fariidatu? — laa. 'ismii Nancy.
ma smu haaḍa l9ariifi? — ismuhu ṡaakirun.
ma smii? — ismuka 9aliyyun.

hal ɣa'iisu lwuzaṛaa'i fii miṣra ma9ṛuufun? ma smuhu?
ma smu ɣa'iisati wuzaṛaa'i isṛaa'iila?
ma smu zza9iimi ddiimuqraaṭiyyi fi l-Congress? wa ma smu zza9iimi jjumhuuriyyi?

*6. Teacher: fii miṣra qaa'idun maśhuuṛun.
Student: fii miṣra quwwaadun maśhuuṛuuna.

fii California mudarrisun qadiirun.
fi lqaa9idati ḍaabiṭun ma9ṛuufun.
fi lmadrasati ṭaalibun suudaaniyyun.
fi lmadiinati baytun jadiidun.
fi jjaami9ati 'ustaadun 9iraaqiyyun.
fii 'amriikaa waziirun jadiidun.
fii suuriyaa za9iimun qadiirun.
fi lmu9askari 9ariifun 'urduniyyun.
fi lmaktabi muwaḍḍafun qadiimun.
fi lmaktabati muwaḍḍafun ḍariifun.

*7. Teacher: ṣadiiqii ma9a mudarrisin maśhuuṛin.
Student: ṣadiiqii ma9a mudarrisiina maśhuuriina.

ṣadiiqii ma9a qaa'idin maśhuuṛin.
ṣadiiqii ma9a qaa'idin ma9ṛuufin.
ṣadiiquka ma9a ṭaalibin suudaaniyyin.
anta fii baytin jadiidin.
ṣadiiqatii ma9a 'ustaadin 9iraaqiyyin.
aḍḍaabitu ma9a waziirin jadiidin.
hum ma9a za9iimin qadiirin.
hiya ma9a 9ariifin jadiidin.
ustaadii ma9a muwaḍḍafin qadiimin.
ustaadatii ma9a muwaḍḍafin ḍariifin.

*8. For each blank in the sentences below, select the most appropriate word from the following list, and adjust the form of the word to fit the context:

ism, kitaab, qadiim, ṣaġiir, waziir, za9iim, ṛa'iis

fii maktabi ṛa'iisi jjumhuuriyyati ṛa'iisu _____ 9aṛabiyyun.
alwuzaraa'u jjudadu fii maktabi ṛṛa'iisi ma9a lwuzaṛaa'i l_____.
alwaziiratu l'aana ma9a ΘalaaΘatin min _____ l-Congress.
anaa miṣriyyun, wa _____ ṣaakirun. haaḍaa ṣadiiqii, wa _____ 9aliyyun.

*9. Use each of the following words in a complete sentence:

waziiraat, ḍurafaa' , ḍariifaat, za9iima(t), ṛu'asaa', 9aliyy

Dialogue — المحادثـــة

A. ayna ṛa'iisu jjumhuuriyyati? — ا ــ أَيْنَ رَئِيسُ الجُمْهُورِيَّةِ ؟

B. aṛṛa'iisu ma9a lwuzaṛaa'i jjudadi. — ب ــ الرَئِيسُ مَعَ الوُزَرَاءِ الجُدَدِ .

A. kam waziiran jadiidan ma9ahu? — ا ــ كَمْ وَزِيراً جَدِيداً مَعَهُ ؟

B. 9aśṛatu wuzaṛaa'a. — ب ــ عَشَرَةُ وُزَرَاءَ .

A. ayna lwuzaṛaa'u lqudamaa'u? — ا ــ أَيْنَ الوُزَرَاءُ القُدَمَاءُ ؟

B. alwuzaṛaa'u lqudamaa'u fii buyuutihim. — ب ــ الوُزَرَاءُ القُدَمَاءُ فِي بُيُوتِهِمْ .

A. ma smu ṛa'iisi lwuzaṛaa'i jjadiidi? — ا ــ مَا اسْمُ رَئِيسِ الوُزَرَاءِ الجَدِيدِ ؟

B. ismuhu śaakirun. — ب ــ اسْمُهُ شَاكِرٌ .

Questions on the Dialogue — أسئلة على المحادثـــة

hali lwuzaṛaa'u jjudadu ma9a ṛa'iisi jjumhuuriyyati? hali lwuzaṛaa'u lqudamaa'u ma9ahu 'aydan?

hali ṛṛa'iisu ma9a sittati wuzaṛaa'a judadin?

hali lwuzaṛaa'u lqudamaa'u ma9a ṛa'iisi lwuzaṛaa'i jjadiidi?

hal śaakirun ṛa'iisu lwuzaṛaa'i jjadiidu?

Vocabulary List*		المفردات
ism	آسْـــم	a name
qudamaa'u (singular: qadiim)	قُدَمَاءُ (المفرد : قَدِيم)	old, former, ancient (M), not used as the opposite of young
qadiimaat (singular: qadiima(t))	قَدِيمَات (المفرد : قَدِيمة)	old, former, ancient (F), not used as the opposite of young
ṛu'asaa' (singular: ṛa'iis)	رُؤَسَاءُ (المفرد : رَئِيس)	presidents, chiefs (M)
ṛa'iisaat (singular: ṛa'iisa(t))	رَئِيسَات (المفرد : رَئِيسَة)	presidents, chiefs (F)
ṛa'iisu lwuzaṛaa'i	رَئِيسُ الوُزَرَاءِ	prime minister, premier
waziir (plural: wuzaṛaa')	وَزِير (الجمع: وُزَرَاءُ)	minister (cabinet member). (M)
waziira(t) (plural: waziiraat)	وَزِيرَة (الجمع: وَزِيرَات)	minister (cabinet member). (F)
za9iim (plural: zu9amaa')	زَعِيم (الجمع: زُعَمَاءُ)	(political) leader (M)
za9iima(t) (plural: za9iimaat)	زَعِيمَة (الجمع: زَعِيمَات)	(political) leader (F)

* Some of the words in this list appear in previous lists. They are repeated here to emphasize the relationship which exists between certain forms.

ẓariif (plural: ẓurafaa')	ظَرِيف (الجمع : ظُرَفَاء)	witty, nice, charming (M)
ẓariifa(t) (plural: ẓariifaat)	ظَرِيفَة (الجمع: ظَرِيفَات)	witty, nice, charming (F)
šaakir	شَاكِر	proper name (M)
9aliyy	عَلِـــيّ	proper name (M)
9uṛafaa' (singular: 9ariif)	عُرَفَاء (المفرد : عَرِيف)	corporals (M)

Grammatical Notes — القـــواعد :

A. Predictability of some broken plural forms

Broken plurals fall into a number of patterns which are fairly predictable. This predictability is facilitated partly by the shape of the singular form and partly by the meaning. For example, the nouns and adjectives listed below have the same vowel pattern in the singular (/a/ in the first syllable and /ii/ in the second) and the same vowel pattern in the plural (/u/ in the first syllable, /a/ in the second, and /aa/ in the third). An additional feature which the plural forms share is the final glottal stop.

Singular		Plural
ṛa'iis	'president'	ṛu'asaa'
waziir	'minister'	wuzaṛaa'
za9iim	'political leader'	zu9amaa'
9ariif	'corporal'	9uṛafaa'
qadiim	'old'	qudamaa'
ḍariif	'witty, nice'	ḍurafaa'

Nouns of this group usually refer to male human beings.

Another sizable group consists of nouns whose singular forms are related to the plural forms in a similar manner. The following are examples:

Singular		Plural
ḍaabiṭ	'officer'	ḍubbaaṭ
ṭaalib	'student'	ṭullaab

Nouns of this group usually designate occupations.

Despite the regularities noted above, it is not possible to predict with certainty the plural of a given singular form. Consequently, the student must learn the plural form for each new noun or adjective.

B. Diptotes (cont.)

As was explained in Lesson 12, a noun is a diptote if (1) it does not have the definite article, (2) it is not the first member in a construct, and (3) it belongs to one of several well-defined classes called "diptote classes." The student is already familiar with one of the diptote classes: namely, the class which includes all feminine proper nouns.

Another diptote class consists of broken plural forms which end in -aa'; thus the nouns and adjectives listed below are diptotes:

ṛu'asaa'	'presidents (M)'
wuzaṛaa'	'ministers (M)'
zu9amaa'	'political leaders (M)'
9uṛafaa'	'corporals (M)'
qudamaa'	'old (M.Pl.)'
ḍurafaa'	'nice (M.Pl.)'

As diptotes, broken plural forms which end in -aa' do not receive the suffix of nunation and are marked in the genitive case by -a rather than -i. It must be emphasized that when they have the definite article or constitute the first member of a construct, these broken plural forms are not diptotes.

haa'ulaa'i wuzaṛaa'u qadiiruuna.	'These are capable political leaders.'
θalaaθatu wuzaṛaa'a	'three ministers'
aṛṛa'iisu ma9a lwuzaṛaa'i.	'The president is with the ministers.'

C. The noun /sm/

The noun /sm/ 'name' belongs to a group of Arabic words which begin with, or consist of, two consonants. Since in Arabic it is not permissible to begin an utterance with a consonant cluster, a syllable is added to these words in utterance-initial position. The added syllable consists of a glottal stop plus a short vowel (usually /i/). Thus the Arabic word /sm/ 'name' becomes /'ism/ when it occurs at the beginning of a sentence or after a pause:

ma smuka?	'What is your name?'
ismii 9aliyyun.	'My name is Ali.'

Pattern Drills

تمارين محدّدة الاجابة

1. miθaal

haa'ulaa'i ṭullaabun judadun. wuzaṛaa'u haa'ulaa'i wuzaraa'u judadun.

haa'ulaa'i ḍubbaatun judadun. zu9amaa'u
uulaa'ika mumarriḍaatun qadiiraatun. ra'iisaatun
haa'ulaa'i ṭaalibaatun jadiidaatun. waziiraatun
uulaa'ika musaa9iduuna qudamaa'u. zu9amaa'u
haa'ulaa'i quwwaadun qadiiruuna. 9uṛafaa'u
uulaa'ika muraasilaatun ḍariifaatun.
haa'uulaa'i 9uṛafaa'u judadun. wuzaṛaa'u
uulaa'ika ṛa'iisaatun qadiimaatun. za9iimaatun
hum ma9a lwaziiraati. aṛṛa'iisaati
uulaa'ika ṛu'asaa'u qadiiruuna. wuzaṛaa'u
aṛṛa'iisu ma9a muraasiliina 'amriikiyyiina. zu9amaa'a
9aliyyun ma9a wuzaṛaa'a 9iraaqiyyiina. 9uṛafaa'a
śaakirun ma9a lwuzaṛaa'i. azzu9amaa'i
haa'ulaa'i mu9allimuuna ma9ṛuufuuna? ṛu'asaa'u

2. miθaal

hum wuzaṛaa'u miṣriyyuuna. zu9amaa'u hum zu9amaa'u miṣriyyuuna.

hum ma9a 9uṛafaa'a 'urduniyyiina. wuzaṛaa'a
hunna mumarriḍaatun jamiilaatun. ṛa'iisaatun
antum ṭullaabun suuriyyuuna. zu9amaa'u
naHnu ma9a mu9allimiina 9iraaqiyyiina. 9uṛafaa'a
hum zu9amaa'u liibiyyuuna. wuzaṛaa'u
antum musaa9iduuna 'amriikiyyuuna. 9uṛafaa'u
naHnu 9uṛafaa'u 'urduniyyuuna. muwaḍḍafuuna
anta wa najiibun wa baśiirun wuzaṛaa'u miṣriyyuuna. zu9amaa'u
antum ma9a muwaḍḍafiina ma9ṛuufiina. ṛu'asaa'a

3. mi0aal

aṛṛa'iisu ma9a wuzaṛaa'a judadin. zu9amaa'a aṛṛa'iisu ma9a zu9amaa'a judadin.

šaakirun ma9a quwwaadin qadiiriina. wuzaṛaa'a
9aliyyun ma9a wuzaṛaa'a judadin. 9uṛafaa'a
almumarriḍatu ma9a wuzaṛaa'a judadin. zu9amaa'a
aṭṭaalibu wa ṭṭaalibatu ma9a 9uṛafaa'a judadin. ṛu'asaa'a
ajjundiyyu wa l9ariifu ma9a ḍubbaaṭin qadiiriina. 9uṛafaa'a
almulaazimu ma9a mu9allimiina judadin. zu9amaa'a
almuqaddamu ma9a za9amaa'a qadiiriina. wuzaṛaa'a
hum ma9a wuzaṛaa'a ma9ṛuufiina. ṛu'asaa'a
antum ma9a 9uṛafaa'a 'urduniyyiina. zu9amaa'a

4. mi0aal

haa'ulaa'i wuzaṛaa'u judadun. haa'ulaa'i lwuzaṛaa'u judadun.

haa'ulaa'i 9uṛafaa'u judadun.
uulaa'ika zu9amaa'u qadiiruuna.
haa'uulaa'i waziiraatun jadiidaatun.
uulaa'ika ṛu'asaa'u ma9ṛuufuuna.
haa'ulaa'i za9iimaatun jadiidaatun.
uulaa'ika muwaḍḍafuuna ḍurafaa'u.
naHnu 9uṛafaa'u judadun.
antunna ṛa'iisaatun qadiiṛaatun.
hum zu9amaa'u qudamaa'u.
hunna ṭaalibaatun ḍariifaatun.

5. mi0aal

alwuzaṛaa'u qadiiruuna. miṣr wuzaṛaa'u miṣra qadiiruuna.

azzu9amaa'u judadun. al'urdun
alwaziiraatu ma9ṛuufaatun. al9iraaq
al9uṛafaa'u judadun. mu9askar
aḍḍubbaaṭu qadiiruuna. qaa9idatun
aṛṛu'asaa'u judadun. jaami9aat
alwuzaṛaa'u mašhuuṛuuna. jumhuuriyyatun
aṛṛa'iisaatu jamiilaatun. maktabaatun
al9uṛafaa'u qadiiruuna. haaḍa jjayš
almanduubaatu ḍariifaatun. suuriyaa
alwuzaṛaa'u judadun. tuunis

6. miθaal

huwa waziirun qadiirun. hum wuzaɣaa'u qadiiruuna.

anta 9ariifun jadiidun.
anti ɣa'iisatun qadiiɣatun.
huwa muwaḍḍafun qadiimun.
hiya ṭaalibatun ḍariifatun.
huwa 9ariifun qadiirun.
anaa ɣa'iisun jadiidun.
haaḍaa waziirun maŝhuuɣun.
hiya za9iimatun jadiidatun.
tilka ṭaawilatun ṭawiilatun.
ḍaaka waziirun ma9ɣuufun.
ḍaalika za9iimun qadiirun.

7. miθaal

ma9a samiirata waziirun miṣriyyun. ma9a samiirata wuzaɣaa'u miṣriyyuuna.

ma9a fariidata za9iimun 'urduniyyun.
ma9a jamiilata 9ariifun liibiyyun.
ma9a najiibata ṭaalibatun suudaaniyyatun.
ma9a ŝaakirin waziirun 9iraaqiyyun.
ma9a 9aliyyin za9iimatun 'amriikiyyatun.
ma9a samiirata waziiratun miṣriyyatun.
ma9a ḍaalika ɣɣajuli qaa'idun 'urduniyyun.
ma9a fariidata 9ariifun miṣriyyun.
ma9a lmu9allimaati za9iimun suudaaniyyun.
ma9a najiibata waziirun 9iraaqiyyun.

Free Selection Drills

تمارين متعـدّدة الأجابة

1. ṣabaaHa lxayr.
   kayfa Haaluka?
   ma smuka?
   hal 'anta muraasilu jariidati l'ahṛaami?
   ayna maqarru tilka jjariidati?
   hal 'anta 9aṛabiyyun? min 'ayna 'anta?
   man ḍaaka ṛṛajulu? masmuhu?
   hal huwa 9aṛabiyyun 'am 'amriikiyyun?
   hal huwa muraasilu jariidati l-Washington Post 'am jariidati d-Daily Star?
   hal baytuhu qariibun 'am ba9iidun min maqarri jariidatihi?
   ṡukṛan. assalaamu 9alaykum.

2. maṛHaban.
   kayfa Haalukum?
   man ṛa'iisu jumhuuriyyati l9iraaqi? wa man ṛa'iisu wuzaṛaa'ihi?
   hal wuzaṛaa'u l9iraaqi qadiiruuna?
   ayna ṛa'iisu l9iraaqi l'aana? hal ma9ahu zu9amaa'u 9iraaqiyyuuna?
   man 'aydan ma9ahu?
   kam waziiran jadiidan fi lHukuumati l9iraaqiyyati? man humu lwuzaṛaa'u lqudamaa'u?
   ṡukṛan. assalaamu 9alaykum.

3. masaa'a lxayr.
   kayfa Haalukunna?
   min 'ayna antuuna?
   hal antunna ṛa'iisaatu lmaktabaati? man musaa9idaatukunna?
   ayna maqarrukunna?
   hal 'antunna muwaḍḍafaatun qadiimaatun?
   hal ṡaakirun ṣadiiqukunna?
   hal huwa ṛajulun ḍariifun?

4. maṛHaban.
   kayfa Haaluki?
   ma smuki? min 'ayna anti?
   hal anti muwaḍḍafatun fii maktabi ṛa'iisi lwuzaṛaa'i?
   hal maktabuhu kabiirun 'am ṣaġiirun? man mina lwuzaṛaa'i ma9ahu l'aana? hal hum wuzaṛaa'u judadun?
   hal baytuki qariibun mina lqaa9idati? hal fii tilka lqaa9idati 9uṛafaa'u mina l'urduni?
   ṡukṛan. assalaamu 9alaykum.

5. ṣabaaHa lxayr.
kayfa Haalukum?
hal ɣu'asaa'u jjaami9aati fii maktabi lwaziiri l'aana?
kam ɣa'iisan hum? hal hum ɣu'asaa'u judadun? hal musaa9idu lwaziiri ma9ahum? ma smuhu?
śukɣan.

6. maṛHaban.
kayfa Haaluka?
hal 'anta śaakirun 'am 9aliyyun?
hal 'anta 9ariifun? kam 9ariifan hunaa?
man huwa lqaa'idu jjadiidu? ayna maktabuhu?
hal fii haaḍa lmu9askari ḍubbaaṭun 9iraaqiyyuuna? hal fiihi 9uṛafaa'u 9iraaqiyyuuna 'aydan?
hal 'anaa jundiyyun 'am madaniyyun?
śukɣan. assalaamu 9alaykum.

7. Paraphrase the sentences given below, using the following examples as models:

(a) haaḍaa waziirun qadiirun, wa ḍaaka waziirun qadiirun, wa ḍaalika waziirun qadiirun. ⟶ hum wuzaɣaa'u qadiiruuna.
(b) śaakirun ma9a waziirin qadiirin, wa 9aliyyun ma9a waziirin qadiirin, wa najiibun ma9a waziirin qadiirin. ⟶ hum ma9a wuzaɣaa'a qadiiriina.
(c) haaḍaa huwa lwaziiru. alwaziiru qadiirun. ⟶ haaḍaa huwa lwaziiru lqadiiru.
(d) haaḍa waziirun. huwa qadiirun. ⟶ haaḍaa waziirun qadiirun.

uulaa'ika hunna lmu9allimaatu. almu9allimaatu ḍariifaatun.
haa'ulaa'i wuzaɣaa'u. alwuzaɣaa'u judadun.
uulaa'ika zu9amaa'u. azzu9amaa'u maśhuuɣuuna.
haaḍihi waziiratun qadiiratun, wa haaḍihi waziiratun qadiiratun, wa tilka waziiratun qadiiratun.
haa'ulaa'i wuzaɣaa'u. hum judadun.
samiiratu ma9a waziiratin qadiiratin, wa najiibatu ma9a waziiratin qadiiratin, wa jamiilatu ma9a waziiratin qadiiratin.
haaḍihi hiya lwaziiratu. alwaziiratu ma9ɣuufatun.
haaḍa za9iimun maśhuuɣun, wa ḍaaka za9iimun maśhuuɣun, wa ḍaalika za9iimun maśhuuɣun.
9aliyyun ma9a ɣa'iisin jadiidin wa qaahirun ma9a ɣa'iisin jadiidin wa śaakirun ma9a ɣa'iisin jadiidin.

haa'ulaa'i humu zzu9amaa'u. azzu9amaa'u miṣriyyuuna.
jamiilatu ma9a waziirin 'amriikiyyin, wa najiibatu ma9a waziirin 'amriikiyyin, wa samiiratu ma9a waziirin 'amriikiyyin.
ḏaaka za9iimun. huwa qadiirun.
tilka hiya lwaziiratu. alwaziiratu ma9ṛuufatun.
anaa ma9a waziirin jadiidin, wa 'anta ma9a waziirin jadiidin, wa huwa ma9a waziirin jadiidin.

8. To each of the following words add all the members of its family which you can remember, then use each member in a sentence:

ism	qudamaa'	huwa
9uṛafaa'	haaḏaa	
waziiratun	ma9a	

L-15

Free Oral Expression

حديث حرّ

1. A asks questions using the cues on the left. B answers using the cues on the right. The subject is: fii madrasati lluġaati fii Monterey.

A	B
ṣabaaHa lxayr	
George Miller, ṣadiiq, ṭaalib, U.C.L.A.	jundiyy, jayš
qaa9idatun 9askariyyatun	madrasa(t), luġaat
ayna	Monterey
madrasatun jadiidatun	laa
kabiira(t)	
ṭaalib, madrasa(t), kam	kaθiiruuna, kaθiiraat
ḍubbaaṭ	wa 9uṛafaa'
ṛa'iisu lmadrasati, ism	
ustaaḍa(t), jadiida(t)	na9am
miṣr, min	tuunis
ṣaff, alluġatu l9arabiyyatu, kam	tis9atu, θalaaθu
asaatiḍa(t), ustaaḍaat, min	miṣr, tu-nis, al9iraaq
asaatiḍa(t) jadiid, muwaḍḍaf	qudamaa'
qadiiruuna	
ṣaff, šaakir, kam, ṭaalib	θamaaniya(t), waaHida(t)
haa'ulaa'i, 9uṛafaa'	sitta(t), 9urafaa', ḍubbaaṭ

2. A asks questions using words or combinations of words selected at random from the following list. B answers using the words in the list or any of the words which he has learned. The subject is: waziirun 'amriikiyyun fii miṣra.

wuzaṛaa'	jayš	amriikaa	qudamaa'	kam	ṣabaaHa lxayr.
waziiraat	qaa9ida(t)	al'urdun	ḏurafaa'	hal	kayfa Haaluka.
ṛu'asaa'	mu9askar	miṣr	qadiir	9inda	assalaamu 9alaykum.
musaa9iduuna	muqaddam	tuunis	ma9ṛuuf	ma9a	maṛHaban.
ṛa'iisaat	maktab	ṣan9aa'	maŝhuuṛ	man	
zu9amaa'	bayt	baḡdaad	jadiid	min	
mu9allimaat	sayyaaṛa(t)	bayruut	ṣaḡiir	fii	
ṭullaab	xariiṭa(t)	dimaŝq	kabiir	9alaa	
ṭaalibaat	jumhuuriyya(t)		qariib	ayna	
mumarriḍaat	jariidatu l'ahṛaami		ba9iid	min 'ayna	
ḍubbaaṭ	jariidatu l-Washington Post			haa'ulaa'i	
quwwaad				uulaa'ika	
mulaazim				haaḏaa	
muraasil				ḏaaka	
ṛajul				ḏaalika	
				haaḏihi	
				tilka	

Questions on the Comprehension Drills

أسئلة على فهم الاستماع

(1) 'ayna ṛa'iisu wazaṛaa'i miṣra? ma9a man huwa l'aana?

(2) hal ma9a ṛṛa'iisi lmiṣriyyi wuzaṛaa'u miṣriyyuuna? kam hum?

(3) hal ma9a ṛṛa'iisi ssuuriyyi zu9amaa'u suuriyyuuna?

(4) 'ayna ṣṣuHufiyyuuna?

(5) hal hunaaka ṣuHufiyyuuna 'amriikiyyuuna?

(6) hal manduubu jariidati l'ahṛaami ma9a lwuzaṛaa'i 'am ma9a ṣṣuHufiyyiina?

Reading and Writing — القراءة والكتابـــة

As assigned in the schedule.

Lesson 16

New Features in the Presentation Drills

1. (a) The elative form when used as a comparative with the preposition من .

(b) The elative form as the same form when referring to both masculine and feminine nouns; non-nunation of the elative form.

(c) The elative form exemplified with a number of adjectives of the Fa9iiL type.

2. Contrast between the nunated ending -un of various adjectives and the diptote suffix -u on their equivalent forms in the elative.

3. (a) (b) (c) The comparative phrases اشهر من — اقدر من اكثر من in their invariable form when referring to plural nouns, both masculine and feminine.

4. The superlative phrases aF9aLu plus a following noun in the indefinite genitive singular, and aF9aLu plus a following noun in the definite genitive plural; its application to both masculine and feminine nouns; the superlative pattern aF9aLu with suffixes attached.

5. The use of the word من before the superlative type phrase aF9aLu with a following noun in order to mean "one of the most...." or "One of the _____est ..."; its contrast with the superlative phrase aF9aLu and a following noun.

6. Contrast between the comparative phrase /aF9aLu min .../ and the phrase /min aF9aLi .../.

7. The adverbial phrase جدا .

8. Drill on the new features.

9. Drill on the new features.

10. Drill.

11. Drill.

12. Drill.

الدرس السادس عشر

Presentation Drills

الشـــرح

١ - (ا) . هٰذا قَـلَمِي .

وَهٰذا قَـلَمُكَ .

قَـلَمِي أَطْوَلُ مِنْ قَـلَمِكَ .

قَـلَمُكَ أَقْـصَرُ مِنْ قَـلَمِي .

هٰذا كِـتَابِي .

وَهٰذا كِـتَابُكَ .

كِـتَابِي أَكْبَرُ مِنْ كِـتَابِكَ .

كِـتَابُكَ أَصْغَرُ مِنْ كِـتَابِي .

بيتي أَبْعَدُ مِنْ بيتِكَ .

مكـتبي أَقْرَبُ مِنْ مكـتبِكَ .

(ب) . كـتابي أَكْبَرُ مِنْ كـتابِكَ .

قـلمي أَطْوَلُ مِنْ قـلمِكَ .

مكتبي أَبْعَدُ مِنْ مكتبِكَ .

بيتي أَجْمَلُ مِنْ بيتِ سليمٍ .

ساعتي أَكْبَرُ من ساعتِكَ .

سميرةُ أَطْوَلُ من فَريدَةَ .

مدرستي أَبْعَدُ من مدرستِكَ .

سيّـارتي أَجْمَلُ من سيّارةِ سليمٍ .

صديقُ عليّ أَظْرَفُ من صديقِ بشيرٍ. صديقةُ عليّ أَظْرَفُ من صديقِ بشيرٍ.

من أستاذُكَ ؟ هل هو أقدرُ من أستاذي ؟ هل أستاذتُكَ أقدرُ من أستاذتي ؟

هل صديقتُكَ ظريفةٌ ؟ هل هي أَظْرَفُ من صديقتي ؟ هل صديقي أَظْرَفُ من بشيرٍ ؟

كتابُ مَنْ هذا؟ هل هو كبيرٌ أم صغيرٌ؟ هل هو أَكْبَرُ من كتابِ الأستاذِ أم أَصْغَرُ منه ؟

هل هذه الخريطةُ أَكْبَرُ من تلك الخريطةِ ؟

(ج) .هذا الكتابُ كَبيرٌ. هذا الكتابُ أَكْبَرُ مِنْ ذاك.

هذه الساعةُ كَبيرةٌ. هذه الساعةُ أَكْبَرُ مِنْ تلك.

المكتبُ بَعيدٌ. المكتب أَبْعَدُ مِنَ البيتِ.

المدرسةُ بَعيدةٌ. المدرسة أَبْعَدُ مِنَ المعسكرِ.

التلميذُ ظَريفٌ. تلميذي أَظْرَفُ من عَلِيّ .

التلميذةُ ظَريفةٌ. تلميذتي أَظْرَفُ مِنْ عَلِيّ .

البيتُ جَميلٌ. بيتي أَجْمَلُ من بيتِكَ.

المدرسةُ جَميلةٌ. هذه المدرسةُ أَجْمَلُ مِنْ تلكَ المدرسةِ .

الدفترُ قَديمٌ. هذا الدفترُ أَقْدَمُ من ذاك الدفترِ.

الساعةُ قَديمةٌ. هذه الساعةُ أَقْدَمُ مِنْ تِلْكَ .

الأستاذُ قَديرٌ. الأستاذُ أَقْدَرُ مِنْكَ.

الأستاذةُ قَديرةٌ. الأستاذةُ أَقْدَرُ مِنْكَ.

البيتُ قَريبٌ. البيتُ أَقْرَبُ مِنَ المكتبةِ.

المدرسةُ قَريبةٌ. المدرسةُ أَقْرَبُ مِنَ المكتبةِ.

فريدٌ طَويلٌ. فريدُ أَطْوَلُ مِنْ سليمٍ.

نجيبةُ طَويلةٌ. نجيبةُ أَطْوَلُ مِنْ سليمٍ.

نجيبٌ صَغِيرٌ.
نجيبةُ صَغِيرَةٌ.
البيتُ جَدِيدٌ.
المدرسةُ جَدِيدَةٌ.

نجيبٌ أَصْغَرُ مِنْ بشيرٍ.
نجيبةُ أَصْغَرُ مِنْ بشيرٍ.
هذا البيتُ أَجَدُّ من ذلك البيتِ.
هذه المدرسةُ أَجَدُّ من تلك المدرسةِ.

٢ ـ البيتُ بعيدٌ.
سميرةُ جميلةٌ.
الأستاذةُ قصيرةٌ.
صديقي قديرٌ.
المنديلُ جديدٌ.

البيتُ أبعدُ من المدرسةِ.
سميرةُ أجملُ مِنْ فريدةَ.
الأستاذة أقصرُ مِنَ الأستاذِ.
صديقي أَقْدَرُ منك.
هذا المنديلُ أجدُّ مِنْ ذلكَ المنديلِ.

٣ ـ (ا). المدرِّسونَ أَقْدَرُ مِنَ المدرِّساتِ.
المدرِّساتُ أَقْدَرُ مِنَ المدرِّسينَ.
(ب). المدرِّسون أَشْهَرُ مِنَ المدرِّساتِ.
المدرِّساتُ أَشْهَرُ مِنَ المدرِّسينَ.
(جـ). المدرِّسون أَكْثَرُ مِنَ المدرِّساتِ.
المدرِّساتُ أَكْثَرُ مِنَ المدرِّسينَ.

٤ ـ في المكتب ثلاثةُ موظّفينَ: بشيرٌ و فريدٌ و نجيبٌ. بشيرٌ أَطْوَلُ مِنْ فريدٍ
و من نجيبٍ. =
(ا) بشيرٌ أَطْوَلُ موظّفٍ.
(ب) بشيرٌ أَطْوَلُ المُوَظّفِينَ.

في المكتب ثلاثُ تلميذاتٍ: فريدةُ و سميرةُ و جميلةُ. سميرةُ أَجْمَلُ من فريدةَ
و من جميلةَ. =
(ا) سميرةُ أَجْمَلُ تِلْمِيذَةٍ.
(ب) سميرةُ أَجْمَلُ التِلْمِيذَاتِ.

سليم أستاذٌ قديرٌ. هو أقدرُ أستاذٍ . = هو أقدرُ الأساتذةِ.

هذا الكتابُ كبيرٌ. هو أكبرُ كتابٍ. = هو أكبرُ الكُتُبِ.

هذا البيتُ جديدٌ . هو أجدُّ بيتٍ. = هو أجدُّ البيوتِ.

الضابطُ طويلٌ. هذا أطولُ ضابطٍ. = هذا أطولُ الضبّاطِ.

المكتبةُ صغيرةٌ. هذه أصغرُ مكتبةٍ. = هذه أصغرُ المكتباتِ.

المعسكرُ قريبٌ. هذا أقربُ معسكرٍ. = هذا أقربُ المعسكراتِ.

سيّارةُ مَنْ هذه؟ هل هي أكبرُ سيّارةٍ هنا؟

هل أنتِ أصغرُ الطالباتِ في هذه المدرسةِ؟ من أجملُ الطالباتِ؟

من أجدُّ أستاذٍ هنا ؟ ومن أجدُّ أستاذةٍ؟ من أقدمُ الأساتذةِ؟

ومن أقدمُ الأستاذاتِ؟

من أظرفُكم ؟

هل في هذه المدرسةِ مدرّساتٌ أمريكيّاتٌ؟ من أجملُهنَّ ؟

من أطولُ طلّابِ هذا الصفِّ؟ ومن أقصرُهم ؟

٥ ـ هذا الطالبُ أظرفُ الطلّابِ. هذا الطالبُ مِنْ أظرفِ الطلّابِ .

هذه الطالبة أجملُ الطالباتِ. هذه الطالبةُ مِنْ أجملِ الطالباتِ .

هذا الرجل أقدرُ الأساتذةِ. هذا الرجلُ مِنْ أقدرِ الأساتذةِ .

هذا المعسكر أقربُ المعسكراتِ. هذا المعسكرُ مِنْ أقربِ المعسكراتِ .

هذه الجامعة أجدُّ الجامعاتِ. هذه الجامعةُ مِنْ أجدِّ الجامعاتِ .

هذه التلميذة أطولُ التلميذاتِ. هذه التلميذةُ مِنْ أطولِ التلميذاتِ .

٦ ـ هذا أظرفُ مِنَ الطلّابِ . هذا مِنْ أظرفِ الطلّابِ .

هذه أجملُ مِنَ الطالباتِ. هذه مِنْ أجملِ الطالباتِ .

هذا أقدرُ مِنَ الأساتذةِ.

هذا أقربُ مِنَ المعسكراتِ.

هذه أجدُّ مِنَ الجامعاتِ.

هذه أطولُ مِنَ التلميذاتِ.

هذا مِنْ أَقْدَرِ الأساتذةِ .

هذا مِنْ أَقْرَبِ المعسكراتِ .

هذه مِنْ أَجَدِّ الجامعاتِ .

هذه مِنْ أَطْوَلِ التلميذاتِ .

٧ – في المدرسة أستاذٌ .

في القاعدةِ جنديٌّ .

ذلك جيشٌ واحدٌ .

هل جُيُوشُ أوربّا كبيرةٌ ؟

هل في قاعدة أورد جُنُودٌ كثيرونَ ؟

هل أستاذك قديرٌ ؟

هل أنا طويلٌ ؟

في المدرسة أساتذةٌ كثيرونَ جِدًّا .

في القاعدةِ جنودٌ كثيرونَ جِدًّا .

تلك جُيُوشٌ كثيرةٌ جِدًّا .

نعم. هي كبيرةٌ جِدًّا .

فيها جنودٌ كثيرونَ جِدًّا .

هو قدير جِدًّا .

أنتَ طويلٌ جِدًّا .

*٨ – الأستاذ: كتابُ سليمٍ جديدٌ .

الطالب: كتاب سليمٍ أَجَدُّ مِنْ كتابي .

قلم فريد طويل .

مدرّس بشير طويل .

مدرّسة نجيب صغيرة .

أستاذ جميلة قصير .

بيت الأستاذ قريب .

مدرّسُ فريدة قدير .

كتاب الملازم قديم .

ساعة رئيس المكتبة جميلة .

كتابك جديد .

صديقتك ظريفة .

جامعته بعيدة .

بيت الأستاذة كبير .

*٩ ـ الأستاذ: كتاب سليم جديد .

الطالب الأوّل: كتاب سليم أجدُّ كتاب هنا .

الطالب الثاني: كتاب سليمٍ أجدُّ الكتب .

الطالب الثالث: كتاب سليم من أجدِّ الكتب .

(استعمل جمل التمرين السابق)

*١٠ ـ الأستاذ : قلم فريد طويل .

الطالب الأوّل : قلم فريد أطول من أقلامي .

الطالب الثاني: قلم فريد من أطول الأقلام .

(استعمل جمل التمرين الثامن)

*١١ ـ صحّح الكلماتِ التي تجدها بين قوسين في الجمل التالية ، ثم شكّل جميع الكلماتِ في كلّ جملة:

هذا تلميذ جديد وهؤلاء تلميذات (قديم) .

أستاذي من (قدير) (أستاذ) هذه المدرسةِ .

سيّارتي (جديد) من سيّارتك ، وهي (جديد) سيّارةٍ في المدرسة .

(هذا) الأقلام (قصيرة) ، وهذا القلم (طويل) منها .

صديقي من (ظريف) (طالب) هنا .

أنتِ (قصير) طالبةٍ في هذه المدرسة .

هذا الكتاب (جديد) من كتابك ، وهو (جديد) كتابٍ هنا .

* ١٢ – استعمل كلًّا من التعابير التالية في جملة تامَّة :

أظرف من ، من أقدم ، أبعد ، جدًّا ، جيوش، جنود

L-16

Dialogue — المحادثة

ا. هَلْ سَيَّارَتُكَ كَبِيرَةٌ ؟

ب. نَعَمْ. سَيَّارَتِي كَبِيرَةٌ جِدًّا .

ا. هَلْ هِيَ أَكْبَرُ مِنْ سَيَّارَتِي ؟

ب. سَيَّارَتِي أَكْبَرُ سَيَّارَةٍ فِي الجَامِعَةِ، وَهِيَ مِنْ أَكْبَرِ السَّيَّارَاتِ الأَمْرِيكِيَّةِ .

ا. هَلْ سَيَّارَةُ نَجِيبٍ أَكْبَرُ مِنْ سَيَّارَتِي أَيْضًا ؟

ب. هِيَ أَصْغَرُ مِنْ سَيَّارَتِي وَأَكْبَرُ مِنْ سَيَّارَتِكَ .

Questions on the Dialogue — أسئلة

١. هل سيّارتك صغيرة أم كبيرة ؟

٢. ما هي أكبر سيّارة في الجامعة ؟

٣. هل سيّارتك أمريكيّة ؟

٤. هل سيّارة نجيب أصغر من سيّارتك ؟

Vocabulary List*	المفردات
farther, farthest	أَبْعَد
newer, newest	أَجَدّ
prettier, prettiest; more beautiful, most beautiful	أَجْمَل
more famous, most famous	أَشْهَر
smaller, smallest	أَصْغَر
taller, tallest; longer, longest	أَطْوَل
nicer, nicest; more charming, most charming	أَظْرَف
more capable, most capable	أَقْدَر
older, oldest (not used as the opposite of younger and youngest)	أَقْدَم
nearer, nearest	أَقْرَب
shorter, shortest	أَقْصَر
less	أَقَلّ
bigger, biggest; larger, largest	أَكْبَر
more, most	أَكْثَر
Europe	أُورُبَّا
very, extremely	جِدًّا
soldiers	جُنُود (المفرد : جُنْدِيّ)
armies	جُيُوش (المفرد : جَيْش)

*Beginning with this lesson, the items in the Vocabulary List are arranged according to their Arabic spelling and in the order of the Arabic alphabet.

Grammatical Notes — القـواعـــد

The elative form of adjectives

While English uses two separate forms to express the comparative and the superlative degrees, Arabic uses only one. For example, the English adjective big has the comparative bigger and the superlative biggest; on the other hand, the corresponding Arabic adjective kabiir has the single form akbaṛ which can express either the meaning 'bigger' or the meaning 'biggest' depending on its use in the sentence. Arabic forms such as akbaṛ will be called the "elative forms" of adjectives; forms such as kabiir will be called the "positive forms" of adjectives.

When an elative form is followed by the preposition min, the meaning is 'bigger'; thus akbaṛ min is translatable by 'bigger than'. When the elative form occurs as the first member in a construct, the meaning is 'biggest'.

kitaabi 'akbaṛu min kitaabihi.	'My book is bigger than his (literally: "than his book").'
kitaabi 'akbaṛu kitaabin.	'Mine is the biggest book (literally: "My book is the biggest book").'
kitaabi 'akbaṛu lkutubi.	'Mine is the biggest book (literally: "My book is the biggest of the books").'

Notice that the noun which enters into construct with the elative form is either singular and indefinite or plural and definite. The phrase akbaṛu sayyaaṛatin is definite in meaning even though it has no definite article.

Three additional points should be noted:

(1) As used in this lesson, the elative form is inflected neither for gender nor for number:

attilmiidu aṭwalu minka.	'The student (M) is taller than you.'
attilmiidatu 'aṭwalu minka.	'The co-ed is taller than you.'
aṭṭullaabu 'aṭwalu minka.	'The students (M) are taller than you.'
aṭṭaalibaatu 'aṭwalu minka.	'The co-eds are taller than you.'

(2) The function of the elative form determines the case marker which it receives. Compare the following sentences (in the first sentence, the elative form functions as predicate; in the second sentence, the elative form is the object of the preposition min):

huwa 'akbaru ṭaalibin.	'He is the biggest student.'
huwa min 'akbari ṭṭullaabi.	'He is one of the biggest students.'

(3) When without the definite article and not the first member of a construct, the elative form is a diptote and therefore does not receive the suffix of nunation:

huwa 'akbaru min fariidin.	'He is bigger than Farid.'

The elative form has a well-defined shape which may be represented by aF9aL where F, 9, and L are cover symbols which stand respectively for the first, the middle, and the last consonants of any three consonantal positive form. Thus the elative form is predictable from the positive form:

ba9iid	ab9ad
ḍariif	aḍraf
jamiil	ajmal
qadiim	aqdam
qadiir	aqdar
qariib	aqrab
kabiir	akbar
qaṣiir	aqṣar
ṣaġiir	aṣġar
ṭawiil	aṭwal
jadiid	ajadd
haamm	ahamm

The elative forms of jadiid and haamm are ajadd and ahamm respectively (not ajdad and ahmam as might be expected). This variation from the standard pattern regularly occurs when the last two consonants of the adjective are identical.

Notice the difference between the expression in which min follows the elative form, and that in which min precedes the elative form:

huwa 'akbaru mina ṭṭullaabi.	'He is bigger than the students.'
huwa min 'akbari ṭṭullaabi.	'He is one of the biggest students.'

تمارين محدّدة الأجابة

Pattern Drills

١. مثال:

صديقي أكبر من نجيب . صديقي أكبر من نجيب .

أطول صديقي أطول من نجيب .

أصغر صديقي أصغر من نجيب .

تلميذ ، أظرف ، أستاذ ، أقدر ، أستاذة ، معلم ، أشهر ، معلمات ، أساتذة ، أقدر ،

أظرف ، طلاب ، صديقتي ، صديقاتي

٢. مثال:

هل سميرة أصغر منك ؟ نعم ، سميرة أصغر مني .

هل سيارتك أجدّ من سيارتي ؟

هل طالباتكم أصغر من سميرة ؟

هل تلميذته أظرف من فريدة ؟

هل صديقاتهم أجمل من سوزان ؟

هل أستاذك أشهر من أستاذها ؟

هل فريد أكبر منه ؟

هل جميلة أظرف منكَ ؟

هل مكتبهم أقرب من المدرسة ؟

هل مكتبه أكبر من هذا المكتب ؟

هل قائدكم أقدر من ذلك القائد ؟

هل ورقتك أصغر من هذه الورقة ؟

هل مدرستهم أشهر مدرسة هنا ؟

هل صديقكن أطول من الأستاذ ؟

٣. مثال:

هل أنت مراسل ؟ نعم. أنا مراسل

هل مدرستنا من أقدم المدارس ؟

هل استاذتكم من أقدر الأستاذات ؟

هل طاولاتهم من أكبر الطاولات ؟

هل أستاذي من أقدر الأساتذة ؟

هل سميرة من أجمل الطالبات ؟

هل معلمونا من أشهر المعلمين ؟

هل جيش أمريكا من أكبر الجيوش ؟

هل معلماتهن من أقدر المعلمات ؟

هل كتابكن من أجد الكتب ؟

هل مراسلوكم من أشهر المراسلين ؟

هل رئيساتهم من أقدر الرئيسات ؟

٤. مثال:

هو أكبر تلميذ هنا . هي أكبر تلميذة هنا .

هو أطول معلّم هناك .

ذاك أظرف صديق .

ذلك أقصر تلميذ في المدرسة .

هذا أشهر أستاذ عندنا .

ذاك أقدر وزير في الحكومة .

ذلك أجد تلميذ هنا .

هذا أشهر مراسل هناك .

هذا أطول طالب في صفّي .

ذاك أصغر تلميذ في المدرسة .

ذلك أشهر معلم في المدينة .

هو أصغر وزير هنا .

هذا التلميذ أطول من الأستاذ .

هؤلاء الطلاب أكثر من الموظفين .

ذلك المندوب أطول من الصحفي .

هذا المعلم أشهر من رئيس المدرسة .

ذلك الأستاذ أصغر من التلميذ .

هؤلاء المدرسون أقدر من أساتذة الجامعة .

٥. مثال:

هي أكبر منك . أصغر — هل هي أكبر منك أم أصغر ؟

هو أطول منها . أقصر

كتابي أجد من كتابه . أقدم

انتم أقل منهم . أكثر

البيت أقرب من المدرسة . أبعد

هم أكثر منكم . أقل

منديلها أجد من منديلي . أقدم

نحن أقصر منهم . أطول

انت أصغر منها . أكبر

أنتنّ أطول منهنّ . أقصر

سيارتي أقدم من سيارتك . أجد

فنجانك أكبر من فنجانه . أصغر

٦. مثال:

هل رئيس مدرستك قدير ؟ نعم، هو قدير جدا .

هل قائد جيشكم معروف ؟

هل رئيسة مكتبتهم قديرة ؟

هل باب بيتك كبير ؟

هل ساعة المعلم جميلة ؟

هل مملكة الأردن مشهورة ؟

هل جنود معسكرنا كثيرون ؟

هل مكتبة المدرسة صغيرة ؟

هل تلميذات صفكم جميلات ؟

هل الخبر هام ؟

هل جامعتكنّ معروفة ؟

هل سيارات صديقاتكم صغيرة ؟

هل علم مصر جميل ؟

٧. مثال:

علىّ أكبر من ذلك التلميذ . أنا علىّ أكبر من ذلك التلميذ وأنا أكبر منه أيضا .

سميرة أجمل من تلك العراسلة . أنتِ

جنودنا أكثر من جنودهم . جنودكم

الممرضات أجمل من هؤلاء المعلمات . أنتنّ

القائد أقدر من ذاك الفريق . أنا

المراسلة السورانية أقصر من صديقتها . أنا

الملك أشهر من هذا الرئيس . الملكة

جيش أمريكا أكبر من ذلك الجيش . جيشكم

فنجانك أصغر من هذا الفنجان . فنجاني

مدرستنا أبعد من مدرستكم . مدرستها

بيوتنا أقرب من المعسكر . بيوتكم

٨. مثال:

المراسلون أقدر من المراسلات . مصر المراسلون المصريون أقدر من المراسلات المصريات.

الطلاب في هذه المدرسة أكثر من الطالبات . العراق

الأساتذة هنا أقدر من الأستاذات . مصر

الممرضون في المعسكر أكثر من الممرضات . قدير

الموظفون هنا أكثر من الموظفات . حكومة

المعلمون في تلك الجامعة أشهر من المعلمات . ليبيا

الزعماء في هذه المدينة أكثر من الزعيمات . معروف

المراسلون أكثر من المراسلات . سوريا

الطلاب في هذه المدرسة أقل من الطالبات . أمريكي

الوزراء أشهر من الوزيرات . السودان

الموظفون في الحكومة أكثر من الموظفات . قدير

Free Selection Drills

تمارين متعدّدة الإجابة

١. هل طلّاب صفّكَ من أوربّا أم من أمريكـا ؟

هل أُستاذُكم من أوربّا ؟

أين خريطة أوربّا ؟

هل أوربّا قريبة من تونس أم من اليمن ؟

هل أمريكـا قريبة جدًّا من أوربّا ؟ هل هي بعيدة جدًّا ؟

هل أوربّا أكبر من أمريكـا ؟

٢. من قائد الجيوش الأمريكيّة ؟

هل رئيس الجمهوريّة الأمريكيّة هو أيضا قائد تلك الجيوش؟

هل في أوربّا جنود أمريكيّون ؟

هل الجيش الأمريكيّ أكبر من الجيوش العربيّة ؟

٣. هل في هذه المدينة مدرسة عسكريّة ؟ أين هي ؟

هل في هذه المدرسة ضبّاط من أوربّا ؟

هل أكثر الطلّاب عرفاءُ أم ضبّاطٌ ؟

كم ضابطا في صفّك ؟

من أقدم الضبّاطِ في ذلك الصفّ؟

٤. هل آن لاندرز صحفيّة ؟ من أشهر الصحفيّات الأمريكيّات؟

من أشهر المراسلات في هذه المدينة ؟

هل جريدة الديلى ميل أشهر من جريدة الواشنطن پوست؟

هل جريدة الواشنطن پوست أشهرُ جريدةٍ في أمريكـا ؟

هل الصحفيّات في أمريكا أقدر من الصحفيّات في أوربا ؟

٥. هل جامعة كـاليفورنيا أكبر الجامعات في أمريكـا ؟

هل جامعة يوطا أقدم من تلك الجامعة ؟

هل جامعة كـاليفورنيا قديمة جدًّا ؟

هل هي أقدم الجامعات في كـاليفورنيا ؟

هل مكتبتها من أكبرِ المكتبات ؟

٦. هل جامعة لونج بيتش صغيرة جدًّا ؟

هل هي أصغر أم أكبر من جامعة كـاليفورنيا في بركلي ؟

ما هي أقدم الجامعات في كـاليفورنيا ؟

هل جامعة هارفارد من أقدم جامعات أمريكـا ؟

هل في تلك الجامعة طلّاب من أوربّا ؟

٧. هل جامعات كـاليفورنيا أكبر من جامعات نيو يورك ؟

ما هي أكبر جامعة في أمريكـا ؟

هل طلّاب اللغة العربيّة في جامعة نيو يورك أكثر من طلّاب اللغة العربيّة في جامعة ستانفورد ؟

هل الأستاذات الأمريكيّات أقدر من الأستاذات الأنجليزيّات ؟

هل مكتبات هذه المدينة أكبر من مكتبات مدينة سان فرانسسكو ؟

٨ ــ استبدل بكلمات كلّ جملة وتراكيبها كلمات وتراكيب جديدة مستعينا بالأمثلة التالية :

سليم طويل ونجيب قصير . ←
- سليم أطول من نجيب.
- نجيب أقصر من سليم .

(ب) جامعات أمريكا كبيرة وجامعات الأردن صغيرة وجامعات تونس صغيرة وجامعات أوربّا صغيرة . . . ← جامعات أمريكا أكبر الجامعات .

رئيس مصر مشهور جدّا ، ورئيس العراق مشهور ورئيس تونس مشهور . . .
أستاذات جامعتي قديرات وأستاذات جامعة كاليفورنيا قديرات جدّا .
بيتي قريب من المدرسة وبيوت صديقاتي بعيدة جدّا .
في المدرسة طلّاب أمريكيّون كثيرون جدّا وطلّاب أردنيّون كثيرون .
سيّارتي صغيرة . وسيّارة صديقي كبيرة .
عليّ جندي طويل وبشير جنديّ قصير وفريد جنديّ قصير . . . .
صحفيّات مدينة لوس آنجلوس قديرات وصحفيّات مدينة سان فرانسسكو قديرات جدّا .
سميرة طالبة جميلة جدّا ونجيبة طالبة جميلة وفريدة طالبة جميلة . . .

٩. استبدل بكلمات الجمل التالية وتراكيبها كلمات وتراكيب متنوعة دون أن تغيّر المعنى :

الطالبات الجميلات من أمريكا .

هؤلاء معلّمون جدد وهم من ليبيا .

معلّمي القدير من مصر.

تلك طائرة كبيرة وتلك طائرة كبيرة.

عند الطالب قلم والقلم في جيبه .

المعلّمة القديرة من ليبيا .

عندي كتاب وهو في يدي الآن .

ذلك بيت جميل وذاك بيت جميل.

عند صديقي منديل وهو في جيبه .

هذه تلميذة جديدة وهي من مصر.

هذه سيّارة بشير وهي أمريكيّة ، وهذه سيّارة سليم وهي أمريكيّة ، وهذه سيّارة فريد وهي أمريكيّة.

تلك طائرات كبيرة وهي من أمريكا .

هذا أستاذي الجديد قاهر، وذاك أستاذي الجديد سليم ، وذلك أستاذي الجديد نجيب .

١٠. أضف الى كلّ من المفردات التالية ما يماثلها من كلمات ،ثم استعمل كلّ كلمة في جملة تامّة :

أوربّا	ضبّاط	معسكرات	أكبر من
من أجل	أم	السلام عليكم	طالبات
جديد	أمريكيّات	حكومة	مراسلون

حديث حر

Free Oral Expression

١ ـ يسأل طالب صديقه ، مستعينا بمفردات العمود الأوّل . يجيب الصديق مستعينا بمفردات العمود الثانى . موضوع الحديث هو : طالبات في جامعة القاهرة الأمريكيّة

صباح الخير	
طالبة ، أنتِ	نعم
أين ؟	جامعة القاهرة الأمريكيّة
صديقاتك إليزابيث. . . ، طالبات	نعم
أوربّا	أمريكيّات
هنّ طالبات ، صفّك	نعم
صفّ كبير	أكبر من ، اللغة الأنجليزيّة
أستاذكنّ ، مَنْ	
أستاذ قدير	من أقدر
طلّاب ، طالبات ، كثير ، صفّ	كثيرون ، قليلات
الجامعة كبيرة	جدًّا
جامعات كثيرة ، القاهرة	قليلة
جامعة أمريكيّة ، كم	واحدة
جامعة بيروت الأمريكيّة ، أصغر	لا
شكرا	عفوا
السلام عليكم	مع السلامة

٢ ــ يسأل طالب صديقه مستعينا بما يناه من الكلمات التالية . يجيب الصديق بما يناسب السؤال .

موضوع الحديث هو: طالبات عربيّات في جامعة أوربيّة

طالبات	لغة	أوربّا	عربيّ	أجدّ	هذا	أم	السلام عليكم
تلميذات	مكتب	أمريكا	مصريّ	أبعد	هذه	هل	وعليكم السلام
طلّاب	كتاب	مصر	ليبيّ	أقرب	تلك	ما	صباح الخير
أساتذة	سبّورة	ليبيا	سودانيّ	أكبر	أولئك	لا	صباح النور
أستاذات	طاولة	العراق	عراقيّ	أصغر	هؤلاء	نعم	مساء النور
معلّم	كرسيّ	الأردن	أردنيّ	أجمل		عَلَى	مرحبا
معلّمة	خريطة	تونس	تونسيّ	أشهر		مِنْ	أهلا وسهلا
مدرّس		اليمن	يمنيّ	أطول		مَنْ	
مدرّسة			سوريّ	أظرف		أين	
جامعة أكسفورد			أمريكيّ	أقدر		مِنْ أين	
بيت			كثير	أقدم		في	
مدرسة			قليل	أكثر		مع	
رجل			قديم				
مدينة			جديد				
صفّ			قريب (من)				
رئيس			بعيد (من)				

أسئلة على نص الاستماع

Questions on the Comprehension Drills

(١) هل شاكر أستاذ ؟

(٢) هل هو أستاذ اللغة الأنجليزيّة ؟ هل هو أستاذ قدير ؟

(٣) هل في الجامعة طالبات من أوربّا ؟ كم طالبة منهن في صفّ اللغة العربيّة ؟

(٤) ما اسم أصغر الطالبات ؟ هل هي جميلة ؟

(٥) هل طلّاب اللغة العربيّة في جامعة بيروت الأمريكيّة كشيرون ؟

L-16

Reading and Writing

القراءة والكتابـــة

As assigned in the schedule.

Review Lessons 13 - 16

مراجعة للدروس ١٣ — ١٦

1. Teacher: al'ustaadatu fi lbayti.
   Student 1: al'ustaadaatu fi lbayti.

   almusaa9idatu 'amriikiyyatun.
   almuraasilatu liibiyyatun.
   almu9allimatu miṣriyyatun.
   almumarriḍatu suudaaniyyatun.
   al'ustaadatu 9iraaqiyyatun.

2. Teacher: al'ustaadaatu fi lbayti.
   Student: al'asaatidatu fi lbayti.

   almusaa9idaatu 'amriikiyyaatun.
   almuraasilaatu liibiyyaatun.
   almu9allimaatu miṣriyyaatun.
   almumarriḍaatu suudaaniyyaatun.
   al'ustaadaatu 9iraaqiyyaatun.

3. Teacher: muraasil, suudaaniyy
   Student 1: almuraasiluuna ssuudaaniyyuuna fi lmaktabi.
   Student 2: hali l'ustaadu ma9a lmuraasiliina ssuudaaniyyiina?
   Student 3: na9am. huwa ma9a lmuraasiliina ssuudaniyyiina.

   musaa9id, amriikiyy
   muraasil, liibiyy
   mu9allim, miṣriyy
   mumarriḍ, suudaaniyy
   ustaaḍ, 9iraaqiyy
   daabit, miṣriyy
   ṭaalib, liibiyy
   qaa'id, 9iraaqiyy

4. Correct the forms enclosed in parentheses:

samiiratu wa fariidatu wa jamiilatu (muraasil) jariidati l'ahṛaami.
hum (ṣuHufiyy) min madiinati lqaahirati, wa humu l'aana ma9a (manduubuuna) l'iḍaa9ati (suuriyy).
naHnu (muwaḍḍaf) fi lHukuumati l'amriikiyyati, wa hunna (muwaḍḍaf) fi lHukuumati 'ayḍan.
ṛa'iisu lmadrasati ma9a l-(mu9allimuuna) l-(miṣriyy).
haa'ulaa'i (qaa'id) jjayš i lmisriyyi, wa 'uulaa'ika (musaa9id) -hum.
aṭṭullaabu ma9a (mu9allimuuna) -hum.
(manduubuuna) jjariidati hunaa, wa hum ma9a (mumarriḍaatun) lmu9askari.
man ma9a (musaa9iduuna) -ka?
uulaa'ika (ṣuHufiyy) (amriikiyy), wa haa'ulaa'i (musaa9id) lmušiiri.

5. Use each of the following words in a complete sentence:

al'iḍaa9a(t), ṣuHufiyyuuna, liibiyyaatun, muwaḍḍafuuna, maqarr, 9iraaqiyyaatun

6. Teacher: haadaa 'ustaadun maš huuṛun, wa haada lkitaabu jjadiidu kitaabuhu.
Student: haa'ulaa'i 'asaatiḍatun maš huuṛuuna, wa haadihi lkutubu jjadiidatu kutubhuhm.

haadaa ṭaalibun jadiidun, wa haada lqalamu ṭṭawiilu qalamuhu.
haadihi muwaḍḍafatun miṣriyyatun, wa haadihi lmusaa9idatu l'urduniyyatu musaa9idatuhaa.
ḍaalika ṣuHufiyyun 'amriikiyyun, wa haadihi ssayyaaratu ṣṣaġiiratu sayyaaṛatuhu.
tilka mumarriḍatun suudaaniyyatun, wa haada lbaytu jjamiilu baytuhaa.

7. haadaa kitaabun waaHidun.
qalam, xamsatun, tilmiiḍatun, waaHid, ustaad, Θalaaθatun, ṣuHufiyyatun, aṛba9atun, mumarriḍ, ustaadatun, sittatun, sab9atun, kitaab, Θamaaniyatun, sayyaaṛatun, buyuut, tis9atun, manduub, manduubatun, ṭaawilatun, 9aš ṛatun

8. al'ustaadu ma9a tilmiidin waaHidin.
muraasil, xamsatun, tilmiidatun, waaHid, ṣuHifiyy, Θalaaθatun, ṣuHufiyyatun, arba9atun, mumarriḍ, ustaadatun, sittatun, sab9atun, muwaḍḍaf, Θamaaniyatun, tis9atun, 9aśṛatun

9. For each blank in the sentences below, select the most appropriate word from the following list, and adjust the form of the word to fit the context:

qadiir, mudarris, urduniyy, maśhuuṛ, muraasil, jaami9a(t), mu9askaṛ, jadiid, kaΘiir

haa'ulaa'i hum _____ lluġati l9aṛabiyyati fii haadihi lmadrasati.
fii haadihi lmadiinati Θalaaθatu _____, qaa'iduhaa 9aqiidun ma9ṛuufun.
hal fii haadihi lmadiinati jaami9atun waaHidatun? laa. fiihaa _____ _____.
haa'ulaa'i lmudarrisaatu jadiidaatun, wa 'uulaa'ika lmudarrisuuna _____ 'aṛdan.

10. Use each of the following words in a complete sentence:

kaΘiiṛa(t), luġaat, mudarrisa(t), qadiiruun, urduniyyaat

11. Teacher: fii miṣra qaa'idun maśhuuṛun.
Student: fii miṣra quwwaadun maśhuuṛuuna.

fii California mudarrisun qadiirun.
fi lqaa9idati ḍaabiṭun ma9ṛuufun.
fi lmadrasati ṭaalibun suudaaniyyun.
fi lmadiinati baytun jadiidun.
fi jjaami9ati 'ustaadun 9iraaqiyyun.
fii 'amriikaa waziirun jadiidun.
fii suuriyaa za9iimun qadiirun.
fi lmu9askari 9ariifun 'urduniyyun.
fi lmaktabi muwaḍḍafun qadiimun.
fi lmaktabati muwaḍḍafun ḍariifun.

12. Teacher: ṣadiiqii ma9a mudarrisin maŝhuuṛin.
Student: ṣadiiqii ma9a mudarrisiina maŝhuuriina.

ṣadiiqii ma9a qaa'idin maŝhuuṛin.
ṣadiiqii ma9a qaa'idin ma9ṛuufin.
sadiiquka ma9a ṭaalibin suudaaniyyin.
anta fii baytin jadiidin.
ṣadiiqatii ma9a 'ustaadin 9iraaqiyyin.
aḍḍaabitu ma9a waziirin jadiidin.
hum ma9a za9iimin qadiirin.
hiya ma9a 9ariifin jadiidin.
ustaadii ma9a muwaḍḍafin qadiimin.
ustaadatii ma9a muwaḍḍafin ḍariifin.

13. For each blank in the sentences below, select the most appropriate word from the following list, and adjust the form of the word to fit the context:

ism, kitaab, qadiim, ṣaġiir, waziir, za9iim, ṛa'iis

fii maktabi ṛa'iisi jjumhuuriyyati ṛa'iisu _____ 9aṛabiyyun.
alwuzaraa'u jjudadu fii maktabi ṛṛa'iisi ma9a lwuzaṛaa'i l _____.
alwaziiratu l'aana ma9a θalaaθatin min _____ l-Congress.
anaa miṣriyyun, wa _____ ŝaakirun. haadaa ṣadiiqii, wa _____ 9aliyyun.

14. Use each of the following words in a complete sentence:

waziiraat, ḍurafaa', ḍariifaat, za9iima(t), ṛu'asaa', 9aliyy

١٥ ـ الأستاذ : كتاب سليم جديد .

الطالب : كتاب سليم أجد من كتابي .

قلم فريد طويل .

مدرس بشير طويل .

مدرسة نجيب صغيرة .

أستاذ جميلة قصير .

بيت الأستاذ قريب .

مدرس فريدة قدير .

كتاب الملازم قديم .

ساعة رئيس المكتبة جميلة .

كتابك جديد .

صديقتك ظريفة .

جامعته بعيدة .

بيت الأستاذة كبير .

١٦ ـ الاستاذ : كتاب سليم جديد .

الطالب الأول : كتاب سليم أجد كتاب هنا .

الطالب الثاني : كتاب سليم أجد الكتب .

الطالب الثالث : كتاب سليم من أجد الكتب .

(استعمل جمل التمرين السابق) .

١٧ ـ الأستاذ : قلم فريد طويل .

الطالب الأول : قلم فريد أطول أقلامي .

الطالب الثاني : قلم فريد من أطول الأقلام .

(استعمل جمل التمرين الخامس عشر)

١٨ ـ صحح الكلمات التي تجدها بين قوسين في الجمل التالية ، ثم شكل جميع الكلمات في كل جملة :

هذا تلميذ جديد وهؤلاء تلميذات (قديم) .

أستاذى من (قدير) (أستاذ) هذه المدرسة .

سيارتي (جديد) من سيارتك ، وهي (جديد) سيارة في المدرسة .

(هذا) الأقلام (قصيرة) ، وهذا القلم (طويل) منها .

صديقي من (ظريف) (طالب) هنا .

أنت (قصير) طالبة في هذه المدرسة .

هذا الكتاب (جديد) من كتابك ، وهو (جديد) كتاب هنا .

١٩ ـ استعمل كلا من التعابير التالية في جملة تامة :

أظرف من ، من أقدم ، أبعد ، جدا ، جيوش ، جنود

U.S.GPO:1978-789-088/7859